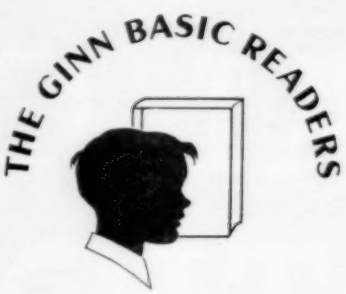
THE JOURNAL OF EDUCATION

Volume 131 DECEMBER, 1948 Number 9

Literal Literacy	LOUIS FOLEY
Why Study History?	ALFRED D. LOW
A Few Raisins of Conversation	ANNA C. WILLIAMS
Career Week	MARIE DIGGS
A Lift on Letter Writing	DOROTHY F. STAUFFER
Hurdling the Debt	HARLAND A. LADD
Writing that Rang a Bell	THOMAS E. ROBINSON
Integration—a Disintegrating Factor?	V. E. LEICHTY
Holy Days of December	W. C. McGINNIS
The Angel Who Couldn't Sing	MARY ELLEN POURCHOT
Co-operative Guidance	DEAN W. KUYKENDALL

EDITORIALS, FEATURES, AND THE NEWS DIGEST

35 CENTS A COPY $3.00 A YEAR



A Unique Vertical Organization

assures greater continuity in the child's growth in reading with the Ginn Basic Readers. This entire new program is organized not only horizontally in grade levels but vertically across grade lines.

As a result you will find in this series exceptional strength and continuity in such vital aspects of reading as vocabulary development, study skills, evaluation, and individualization.

See the Series that Everybody Is Talking About

THE NEW GINN BASIC READERS

GINN AND COMPANY

Boston 17 New York 11 Chicago 16 Atlanta 3 Dallas 1 Columbus 16 San Francisco 3 Toronto 5

MORE POWER TO YOUR PUBLICITY WORK

Whether you have an organized public-relations program, or whether it's only occasionally that you send a publicity story to the newspapers or see one of their reporters, PUBLIC-SCHOOL PUBLICITY can help you to do the job more effectively. As the author says, "All of the publicity activities described in this book have worked at some time and place. They should work again. Remember this: Nobody can publicize the schools as well as those who know them—the teachers." The book contains:

10 chapters on where to find school news

7 chapters on how to write school news

5 chapters on how to get news stories published

5 chapters on how to get the school on the air

And every one of those chapters can be read with pleasure, rather than groans. Mr. Horn has written that rarity—a professional book that is bright and witty!

PUBLIC-SCHOOL PUBLICITY

A Practical Guide for Teachers and Administrators

By **GUNNAR HORN**

Director of Publications, Benson High School, Omaha, Nebr.

Foreword by BELMONT FARLEY
Director of Press and Radio Relations, National Education Association

28 humorous illustrations by KAY WHITE

WHO SHOULD READ THIS BOOK?

PUBLIC-SCHOOL PUBLICITY is primarily a book for teachers and administrators who handle school publicity. But it is "must" reading for all principals and superintendents who want their public-relations programs to be successful. And since success depends upon the cooperation of all members of the faculty, each classroom teacher should read at least the 10 chapters on "Where to Find School News." Order a copy today for 10-day free examination!

Net prof. price, $2.80—10-day approval

INOR PUBLISHING CO.

207 Fourth Ave. **New York 3**

The Journal of Education

VOLUME 131 DECEMBER, 1948 NUMBER 9

ESTABLISHED 1875

ANSON W. BELDING, *Editor*

Assistant Editor
ALLISON HAMLIN

Advisory and Contributing Editors

LEWIS H. CHRISMAN, West Virginia Wesleyan College, Buckhannon.

JAMES N. EMERY, Principal, Potter School, Pawtucket, Rhode Island.

ALONZO G. GRACE, Director of Education, American Zone, Germany.

C. HERMAN GROSE, Superintendent of Schools, Erie, Pa.

HENRY W. HOLMES, Graduate School of Education, Harvard.

VIERLING KERSEY, Los Angeles.

BYRON C. KIRBY, Director of Elementary Curriculum, South Bend, Indiana.

EDWARD A. KRUG, University of Wisconsin, Madison.

HARLAND A. LADD, Maine Commissioner of Education, Augusta.

WILLIAM C. McGINNIS, Superintendent of Schools, Perth Amboy, N. J.

WORTH McCLURE, American Association of School Administrators, Washington, D. C.

CARROLL R. REED, Assistant Superintendent of Schools, Washington, D. C.

AGNES SAMUELSON, National Education Association, Washington.

PAYSON SMITH, University of Maine, Orono.

ROBERT TYSON, Hunter College, New York City.

EDGAR B. WESLEY, University of Minnesota, Minneapolis.

CAROLINE S. WOODRUFF, Secretary, Vermont Education Association, Castleton, Vermont.

Business and Editorial Offices
8 BEACON STREET, BOSTON

THE JOURNAL OF EDUCATION is published monthly from September to May, inclusive, by New England Publishing Company, 8 Beacon Street, Boston. Subscriptions in the United States, $3.00 a year; Canadian postage, $1.00; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass, as second class matter.

Index of The Journal of Education is published annually in the December issue. The contents are listed in Education Index.

CONTENTS

YOUR TEXTBOOK REPORTER 264

EDITORIALS 266

LITERAL LITERACY Louis Foley 268

WHY STUDY HISTORY? Alfred D. Low 270

A FEW RAISINS OF CONVERSATION Anna C. Williams 272

THE ANSWER SWAPPERS Session Eight 273

WRITING THAT RANG A BELL Thomas E. Robinson 274

INTEGRATION— A DISINTEGRATING FACTOR? V. E. Leichty 275

I MAY BE RIGHT — I MAY BE WRONG W. C. McGinnis 276

MY TEACHING IS EASIER BECAUSE Humphrey Jackson, Phyllis Edwards 277

THE ANGEL WHO COULDN'T SING Mary Ellen Pourchet 278

CO-OPERATIVE GUIDANCE Dean W. Kuykendell 280

THE NEWS DIGEST 281

GRINS BETWEEN GRINDS 284

INDEX TO VOLUME 131 285

As we go to press . . .

We are glad our November issue carried no reference to Mr. Dewey as President-elect, as some November magazines did. Some editors whose publications are printed several weeks before distribution took a chance that the straw polls and the experts had predicted correctly. Not a few of the dailies, even, were guilty of running syndicated columns a day or two after the election that took for granted the Republicans had swept the country. This merely exposed the fact that the columnists write their copy a week or more before it reaches print.

All of which brings up the regrettable fact that considerable time elapses between typewriter and press—a delay that necessarily embarrasses the monthly and weekly periodicals on many occasions. A printer friend told us the other day that he could readily turn out the Journal, from composition to binding, in three days. However, this never happens. Several proofreadings, arranging a dummy, inspection of page proofs, these all consume extra days. In our own case we try not to have our schedule so frozen in advance as to permit no last-minute changes. Now and then an especially timely or perishable article or item is inserted at the last moment.

So far none of the people who want to revise the calendar, making thirteen months of four weeks each, have hit upon the additional idea of having the year start with September, when so many things do actually resume activity after the summer letdown. Both changes could be made about as easily as one alone—which is not easily at all. Note the slow progress of the metric system in its effort to supplant the traditional English system of weights and measures. No wonder the United Nations doesn't swing into high gear immediately. Reformers and teachers could succeed so much faster if learning were not so slow a process.

Moral: Be patient with your editors for moralizing—and with your students. Which of us would not enjoy sitting in a tree and dropping coconuts on any we do not love?

Your Textbook Reporter

School Publicity

At a time when all good causes, and many that are less good, clamor for public attention, how can the cause of education get a hearing? This in a general way is the question Mr. Gunnar Horn's book, *Public School Publicity*, seeks to answer. But the author deals very little with generalities and theories. One set of chapters tells where to look for news of the school; another set tells how to write up the news; and others tell how to get news published or put on the air. One bit of advice after another is given out in plain, forceful sentences that reflect the successes and failures of a teacher of English who has long been active in the line he writes about. Nor is he aiming to instruct the official press agent of a school system. He is talking to administrators and teachers—those who must bear the responsibility in most instances for taking the schools to the people.

The task may never be easy. But it will be a lot easier than it might otherwise be if one owns this little volume, reads it through, and then consults it often, until the knack is mastered.

Incidentally, the author strongly recommends that teachers contribute to educational journals as a means of securing good publicity for their schools.

PUBLIC SCHOOL PUBLICITY. Gunnar Horn. Inor Publishing Company, New York. $3.50.

Junior Citizen

Many aspects of the educational problem are treated in *Junior Citizen* by Louis DeJean. The approach is realistic, the author not reaching for the stars, not pessimistic, but eager to have professional educators and parents awaken to the fact that children are individuals needing to be trained in accordance with their special ambitions or abilities, yet with an eye to the well being of society. Mr. DeJean would bring the choice of subject majors down into the secondary schools, to combat indifference. He would have students participate in school councils and learn to recognize crowd psychology, to see how demagogs make bad use of it, and to learn to be their true selves. He would have parents maintain a home atmosphere such as should prepare the child for living with others in school and later. Readers are taken to Mt. Olympus for an imaginative chapter or two in which the destiny of mankind is discussed, with the conclusion that he will perish or survive as surely as he does or does not achieve social integration. While the author's main drive is elusive and difficult to summarize, one feels that he makes many good points, is sensible and constructive, and confident that we can go on from where we are with valid hope for success in training the citizens of tomorrow—provided each of us takes his part of the task seriously in the light of known principles of psychology, biology and sociology. The junior citizen must be made to feel that his adult mentors are not his enemies but his friends, ready to render intelligent and honest help toward his own natural self-fulfilment, respectfully ascertained rather than guessed at or taken for granted. Excerpts from the book first appeared in this magazine for November, 1947.

JUNIOR CITIZEN. Louis DeJean. Philosophical Library, New York.

Geography of the World

The transition from war to peace has called for rewriting many geographies. One of the resulting new editions has also a new title: *Geography of the World*. It is designed for use in high schools.

A beautiful book, with many illustrations not to be seen elsewhere, and with maps, charts and tables brought up to date, this text covers the sweep of the earth as it whirls from west to east and spans it again by trade routes, not even neglecting the two poles. Beginning with general considerations of atmosphere and climate and the broad pattern of our globe, proceeding with transportations and communications, the text deals with the United States by regions and then proceeds to the other great land areas, the islands of the Pacific, and the parts down under. There is enough of history to show how it has affected geography and how geography has altered or helped to account for history. We note the scarcity of lengthy lists of products, yet sufficient of these to give the character of a country's resources and its importance in world trade. It is not a physical geography, though it supplies the underlying and essential facts relative to that basic aspect. Problems of postwar adjustments and restoration are perhaps as adequately handled as the present chaotic and unstable situation warrants. The global interests of the great powers are frequently referred to. The future of Germany is assumed to be that of an important industrial and commercial nation. The ideas conveyed as to national organization and international relations are somewhat convential. Here may not be the world in a nutshell, but something as nearly approaching this as one can expect in a few hundred attractively printed pages.

GEOGRAPHY OF THE WORLD. Packard, Overton and Wood. The Macmillan Company, New York. $4.00.

The American Singer

Vocal music in a grade that includes both changing and fixed voices presents a problem fully understood by the authors and compilers of *The American Singer, Book Eight*. This is a varied collection ranging from unison to four-part numbers. There are many old favorites and about as many that are new, some specially written by the compilers themselves. Each musical score is preceded by a graphic identification of the keynote. Twenty-one songs in minor keys have been included, and the teacher's edition contains sensible hints as to simple ways of getting pupils to appreciate the minor moods and harmonies without going too deeply into technicalities.

Quizzes interspersed throughout the text are aimed at awakening musical interest and supplying cultural information. Piano parts for all the selections are at hand in the complete book available to the teacher—a book which also contains many instructional aids.

Folk songs, both American and foreign, are a noteworthy feature of this eighth-grade anthology of single tunes and lively lyrics.

THE AMERICAN SINGER, BOOK 8. Bridgman and Curtis. American Book Company, New York. $2.00.

GUIDE AND ACCOMPANIMENTS to the above, $4.40.

Literature and Life

Two volumes, *Literature and Life in America* and *Literature and Life in England*, have emerged in new editions, with minor changes in selections and some attention to the post-war situation of a world striving for unity and peace.

The books are intended for grades eleven and twelve respectively.

These anthologies, already popular in their earlier forms, are much more than collections of literary samples. They are histories of literary development as one writer after another sought to express the meaning of his age or his own individual ideals and imaginings in the setting of the hour. Although the arrangement is mainly

chronological, there is some grouping of literary types. Essays, biographical sketches, poetry, fiction and the drama—all are duly represented. Evident pains have been taken with the introduction to each unit, to show what was happening to mould men's thoughts and why various authors write as they do. Further reading is stimulated by means of special quests to be accomplished by turning to designated books. Useful hints for the instructor are contained in the manual, *Teaching Literature.*

LITERATURE AND LIFE IN ENGLAND, LITERATURE AND LIFE IN AMERICA. Miles and Pooley. Scott, Foresman and Company, Chicago.

Freshman Writing

Apparently the freshman referred to in *Freshman Writing* is in college and struggling over certain assignments. The scheme of the book is that of devoting successive chapters to different types of writing, each chapter consisting of suggestions and models. The author assumes that sentence building and paragraph structure have been mastered. Where this is not the case, there is an extensive style book that can be referred to by turning to rear pages.

Autobiography, people, observation, narrative description, expository narrative, reading—these are among the score of theme groupings treated in as many chapters. Many useful hints are given on how to find material and how to develop the composition to produce a stated effect. Making the composition interesting is repeatedly stressed, as is need for sincerity. Even the high school teacher might derive serviceable ideas from a copy surreptitiously consulted—though he might also feel that he could write better English than the author.

FRESHMAN WRITING. Ollie Depew. Funk and Wagnalls Company, New York. $3.50.

Your Part in Your Child's Education

Parents are so important a factor in their children's education that the usual wall separating them from the work of the schools is unfortunate for all concerned. Now comes a book to show interested parents how they can get into closer relationship with the schools and in other ways further the development of their children. *Your Part in Your Child's Education* gives directions for organizing a parents' group and suggests many different activities leading toward the results desired. There is nothing here to make school people fearful of undue interference from their patrons. Parents are not encouraged to enter the schools in a demanding spirit. Mutual understanding and closer co-operation for the child's good are the ends in view. How parents can learn and work together, where they can look for help—such are the problems presented and discussed, all in a way that indicates a sound philosophy and clear insight. This is a safe book to recommend to any parent who asks what he or she can do toward accomplishing that joint enterprise of school and home—the turning out of young people better equipped for intelligent, happy and helpful living.

Incidentally, where parents meet at regular intervals to exchange experiences, they often discover how mistaken they were in swallowing what James or Polly reported about the teacher or the things all the other kids are wearing or are allowed to do.

YOUR PART IN YOUR CHILD'S EDUCATION. Bess B. Lane. E. P. Dutton and Company, New York. $2.50.

Science by Seasons

Few textbooks prepared in one country are very serviceable in another. Here, however, is a Canadian text that may prove interesting to teachers in the United States who desire supplementary material for enlivening the science work of elementary pupils. *Natural Science Through the Seasons* consists of a hundred teaching units arranged to match the nine months that schools are generally in session. While some of the suggested activities would require adaptation, most of them can be followed without change. Birds, flowers, trees, insects, germs, and even snow and ice are pretty much the same whichever side of the boundary line they are to be observed. So, also, is the need for sharp eyes and an awakened curiosity about Nature's doings and their values to our daily living.

NATURAL SCIENCE THROUGH THE SEASONS. T. A. Partridge. The Macmillan Company of Canada, Toronto. $3.00.

The Earth and Its Resources

A second edition of *The Earth and Its Resources* offers fresh material on applications of radar in meterology, ultra-violet rays in discovery of minerals, and the TVA's contribution to soil conservation and flood control. Altogether it provides an ample course in physical geography for high school classes.

Atmospheres and climates are presented by belts of latitude and by regions having similar conditions. The reader learns how human life is influenced by natural environment and how that environment is sometimes changed by men's ingenuity. Jungles, savannas, deserts, temperate zones, forests, plains and uplands, differences of soil, the oceans and their shores, mineral deposits—all are traced, described and made subjects of inquiry by the student. Appendices furnish data for making charts and comparisons. Here one gets down to earth quite literally, and thus learns much that is at the bottom of man's destiny and his present conflicts. A laboratory manual is in preparation. But there are already enough good questions and suggested activities to keep young people profitably engaged throughout a solid term or two. One notes a welcome avoidance of technical terms and confusing sentences.

THE EARTH AND ITS RESOURCES. Finch, Trewartha and Shearer. McGraw-Hill Book Company, New York. $3.20.

Librarian and Teacher

What can be done where librarians, teachers and administration conspire to develop good reading habits in students has been demonstrated outstandingly in Stevens College, a junior college for women, at Columbia, Missouri. Happily the whole enterprise can now be seen in operation through the pages of a book of which the dean of the school is co-editor.

The Librarian and the Teacher in General Education discloses that the library has been decentralized, so as to bring books within easy reach of departments, classrooms and the individual student. The main idea appears to be that there is no sharp line between librarians and teachers. The two groups work together. They meet in conferences. Librarians often attend classes as auditors. Some of them do part-time teaching. Everywhere the interests of students are capitalized to set them on the trail of books that will enrich their thought and knowledge. Motion pictures, radio recordings and other modern devices are available and constantly drawn upon. The average number of books borrowed by a student has more than trebled since the program was undertaken. Obviously, much the same results can be achieved in other institutions—to some extent even in schools below college level. Some one has to take the lead in such matters, and that some one must not run so far ahead as to lose co-operation. The library-teaching partnership needs to be a close one if it would succeed.

THE LIBRARIAN AND THE TEACHER IN GENERAL EDUCATION. Edited by B. Lamar Johnson. American Library Association, Chicago. $2.00.

EDITORIALS

Conant on Junior Colleges

The attitude of Harvard's president toward junior colleges deserves more attention than has thus far been accorded to it by the public and the school profession. Speaking at the inauguration of Dr. Ralph Van Meter as head of the University of Massachusetts, Dr. Conant expressed the view that the post-high school educational needs of thousands of young people should be met by the increase and expansion of community colleges.

Two points of his statement are of outstanding significance. First, he recommends the granting of a bachelor degree — Bachelor of General Studies, he would call it — for the completion of two years' work. This he would accompany with an effort to convince parents, industry and the students themselves that a four-year degree is not essential either to social respectability or to competence for dignified employment.

A second point to be noted is his opinion that the junior or community college should devote itself mainly to terminal education. While he would have some students transferred to four-year institutions, these cases would be quite exceptional and few in number.

Apparently he holds that nearly all young persons who expect to enter the so-called professions ought to enroll in the full-course colleges and universities from the start.

We venture to doubt that such pre-sorting of students is practicable. The two-year colleges are bound to be both terminal and preparatory, and their work in the latter capacity merits recognition. Harvard, be it recalled, has always been reluctant to accept students by transfer or to give full credit for courses pursued in other institutions, however excellent.

As for the bachelor's degree after two years of study, should not the universities themselves be first to adopt that policy, if it be a good one? Only in that way can the public be made to feel that a two-year degree truly represents a proper stepping off place for those wishing to rate as educated.

Exchange of Students

As communication quickens and the costs of transportation mount, we note a freshening of the demand for interchanging students, not only between countries but between parts of the United States. Before the war there was a movement among college undergraduates toward what was called junior year abroad. Boy Scouts held encampments in foreign lands. Today, we hear distinguished educators like Dr. Paul Mort advocating a large scale transfer of students from metropolitan areas to rural communities and vice versa. The high school of Newton, Massachusetts, is arranging to send some of its pupils to Wyandotte, Michigan, this coming spring, their week's visit to be reciprocated by a similar delegation from Wyandotte. Even a week spent in the homes and schools of a distant city can be a broadening experience and one to strengthen the ties of understanding between different localities.

Whether it is feasible to make the sort of mass transfers for half-year periods contemplated by Dr. Mort, is open to question. The cost would be rather high for the probable benefits to be derived. An influx of boys from New York City into an upstate community might be a shock to the urbanites and their hosts alike. Too wide an expanse of blue sky has been known to cause homesickness to the youth brought up in the shadow of skyscrapers. Besides, the inequalities of education in town and country are partly offset for the rural boy or girl by the informal education of farm chores and farm emergencies. Exercise in the country is not an affair of gymnasiums and ball parks but of backbreaking toil in the out-of-doors. The average city dweller can learn all he wants to know of all this in a very few days — unless, as would possibly be the case, he neglects this portion of his exchange assignment to play the guest.

Merely because transmigration of youth has been seen to have value in some circumstances, let us not run it into the ground.

Failure Is Complex

A high school teacher of many years' standing, somewhat motionless, we are told — was heard to remark: "There must be something wrong with education, since all the smart ones now seem to be working for the dumb ones."

It was a pointed way of stating what every observant person must have seen frequently. Also something that most boys and girls have put into their philosophies of education. During the war, many of the dumb ones, so called, earned two or three times as much money as their teachers.

While money standards are not the only ones by which we should measure success, there ought perhaps to be a certain rough correspondence between success in school and success in earning a living. Children have long been told there is by their teachers. But to the extent that the dumb ones have gained higher ground than the smart ones, the schools may have been mistaken in their estimates of intelligence. They may have failed to discover the potential talents of certain children or to bring these out.

The world beyond the classroom will never accord the same ratings as the school. But the school too readily slights its duty to inspire the uninspiring. Too many are branded failures in school when all they needed was more individual attention, more of the awakening touch that all truly superior teachers possess.

What the elderly teacher actually meant may have been that the old effort to convince children they will succeed in proportion to the A's and B's they get in school is false in terms of money or position. In terms of usefulness to society and of satisfaction to themselves, the theory still has much validity.

A Public School Camp

What is said to be the first camp attended by public school children as part of their term-time instruction has now been in operation almost three years in southern California. Sponsored by the San Diego school department with financial assistance from state and county, Camp Cuyamaca is situated in a mountain valley where dormitories and a central meeting hall have been provided and pupils can be accomodated at any season of the year. Apparently every sixth-grade class goes with its teacher for one week in the year. The descriptive pamphlet — no doubt available to any interested inquirer — gives glimpses of the project as it works out. Since no sixth-grader is excluded, the cost to parents being kept to ten dollars per child, the opportunities for democratic living and for nature study, arts and crafts, and putting arithmetic to practical use are very great. Most significant of all, we should surmise, is the chance for children who never shone in the classroom to distinguish themselves in this outdoor situation, as we are told many of them do. Again by sending the teacher with her class, the plan assures her better acquaintance with her pupils and, presumably, their greater readiness to accept her friendly guidance upon their return to indoor sessions at the school.

The program costs the taxpayer something extra, but there should not be too much difficulty proving such an enterprise well worth the investment.

Naturally the affair calls for careful organization and direction. San Diego neglects none of these essentials. Here is a pioneering venture other schools may well look into.

A Leaf from Business

Public education in any of our larger cities has become big business. Yet in some instances the conduct of this business lags far behind the managerial methods that trade and industry have found essential to successful operation.

Consider the matter of good relations between the school board and its employees, sometimes numbering thousands. How much does the board know about the effects of its decisions upon the lives and feelings of its teachers and other staff members, until or unless a sizeable group of them join in voicing vigorous protest?

Business organizations maintain personnel offices to aid in adjusting human relations and in preventing frictions due to misunderstanding.

Many school boards, on the other hand, issue their new rules and regulations without having consulted their employees in advance or having explained their purposes. No wonder such action seems arbitrary at times and is resented.

When teacher recruitment is so difficult as at present, there is utmost need for the schools to earn good reputations as employers. Bright young people will not, if they knew the facts, be attracted to an occupation where employee morale is low — and it is certain to be low if workers are shoved around like so much furniture and never told why, never listened to when they have or think they have a grievance — in short, are given no alternative between taking or leaving whatever the top authority may decree.

In a small system the superintendent or principal, in a large system a personnel expert or special committee, should be ready at all times to hear complaints and in many other ways to serve as intermediary in board and faculty relations.

Delinquency

The foregoing title is purposely ambiguous. A large part of so-called juvenile delinquency is also the delinquency of parents and the community in general. However, it is the misconduct of young persons that draws our attention to this problem, so needful of effective solution.

Here in Massachusetts two commissions, under legislative leadership, recently studied the causes and treatment of juvenile delinquency, and have come up with reports denouncing our present methods of dealing with the problem. They recommend abolition of county training schools on the ground that they are a disgrace. The three state institutions to which minors are committed, while less harshly scored, are still spoken of as prisons for young criminals rather than places of reform, and drastic changes are recognized as necessary.

Although broken homes, poverty, parental neglect, truancy and other factors are named as causes, nowhere in the reports do we find mention of that more subtle element, favoritism of one child above another in the home, which often leads the less approved brother or sister to seek satisfaction in other surroundings fraught with danger. Only if really qualified experts are employed to study each case by itself, can the true causes of delinquency be identified and attacked.

LITERAL LITERACY

LOUIS FOLEY
Ecole Champlain
Ferrisburg, Vermont

WHEN a businessman tells you earnestly that "they ought to teach more English in the schools," you can be fairly sure just what it is that he has in mind. He is probably not thinking of clean-cut sentence-structure or of careful discrimination in choice of words. It is quite possible that some rather glaring errors of grammar might escape his attention altogether. In all likelihood he has simply been annoyed by the performance of a stenographer who frequently makes mistakes in spelling — perhaps only a little more frequently than he would make them himself.

This has been a subject of complaint by employers for a much longer time than is probably realized by the average executive who expostulates about it now. Back in 1898, for instance, in *A Message to Garcia,* Elbert Hubbard said: "Advertise for a stenographer, and nine out of ten who apply can neither spell nor punctuate — and do not think it necessary to." The idea is echoed in a recent cartoon showing an office executive dictating a letter to his stenographer. He takes no chances: "Yours of the fifteenth received — that's *e-i* . . . and we were relieved — that's *i-e* . . . to hear that you were in receipt — that's *e-i* . . . of our recent shipment." (1) Evidently the gentleman in the picture has no interest in getting away from the deadly, cut-and-dried-formula style of letter-writing which our ancestors carefully cultivated, but he feels that *spelling* is something important!

Every once in a while we see a newspaper editorial on this subject of spelling. It may be a criticism of our schools for "neglecting the fundamentals" or an appeal for the revival of the "old-fashioned spelling-bee." Generally it will involve at least some implication that our modern educational methods are less effective than those of "the good old days" of, say, the formerly well-known McGuffey textbooks. Just what may be accomplished by these occasional outbursts would be difficult to determine, but it is probably not very much. The people who make them are seldom aware of the underlying causes which quite naturally bring about the results that they deplore.

Spelling certainly has its importance, but not exactly in the ways most people seem to take for granted. Misspelling, to be sure, betrays illiteracy — in the *literal* sense of that word which we always use figuratively — since it reveals lack of familiarity with *letters* in their established uses. Not infrequently it may show that a writer mispronounces a word, as when a person writes "incidently" or "grevious" or "gararge," or that he is unaware of the significance of its component elements, if he writes "supercede" or "forsee" or "mispelled" or "alright." Lack of feeling for grammatical construction may be indicated by confusion of *there* and *their,* or *its* and *it's,* or *to* and *too.*

The last-named pair of "homonyms," by the way, are not equivalent in sound, as they are normally uttered in modern English. As the unaccented preposition or particle of an infinitive, *to* naturally replaces the "oo" sound with the "neutral" vowel which ultimately becomes merely "uh," whereas the comparatively emphatic adverb *too* stands out more clearly. This is merely a sample of the peculiar habits of spoken English, especially in the commonest expressions, where meaning depends so much upon accent or intonation. So it may happen that words ordinarily thought of as being "pronounced the same way" (though spelled differently) are actually pronounced the same only when they are spoken alone, outside of any context, as when we mention them as separate words. When they are functioning normally as organic parts of a sentence, their differences of meaning or use naturally affect the sounds that we give them. Only those who have attempted to make accurate phonetic transcriptions of current conversation — not crudely corrupted jargon but what would pass for well-spoken English — can realize how unstable the sound-value of a word is in everyday speech.

To get at the root of the matter, we might say that the fundamental reason why spelling is difficult in English, as compared to other languages, is that it is so arbitrary, that it matters so little phonetically how a word is spelled anyway. One of the striking peculiarities of English, apparently unmatched in any other tongue, is the stress given to accented syllables. This is naturally accompanied by a neglect of all syllables which are not accented. So no matter what "vowel" we *write* in an unaccented syllable, the sound that we give it in speech will be merely "uh." This playing-down of unaccented syllables invites virtually unlimited corruption of the sounds of words. Really well-spoken English rests upon delicate balances which only sensitive speakers can be relied upon to keep. From the comparative neglect of a syllable there is only a step to its complete suppression. This is what happens when we hear *water* pronounced "watr" or "wah-r," *power* as "par," *family* as "famly," *battery* as "batry," *garage* as "gradge," *Chicago* as "shkawguh," and the like. The ultimate result appears in such corruptions as "gonnuh" for *going to,* or to go even further, "aingnuh" for *ain't going to.*

A sentence from a newspaper editorial on the very subject of spelling aptly illustrates the point: "Plenty of business men consider themselves

1 Saturday Evening Post, April 17, 1948, p. 76.

fortunate if they have more than one or two employes who can be trusted to compose the simplest letter without some mistake in spelling, punctuation, or (sic!) *grammer*." Obviously the editorial makes itself ridiculous by the misspelling in this statement of the conspicuous and important word *grammar*. Yet from a phonetic point of view, what difference does it make? The natural pronunciation of the word in English would still be the same, in fact, were it written "grammir," "grammor," or "grammur." Why not indeed simply *gramr?*

Dictionary treatment of pronunciation has commonly tended to ignore the reality of how words are spoken *in sentences* — the only place where they truly exist. A recent review of a new dictionary commends it for having "ventured certain departures from the traditional system of diacritical marks, especially in its use of the schwa or inverted "e" (ə) for unaccented, reduced vowels such as the "a" in *alone*, the "o" in *gallop*, the "i" in sensible. Here the pronunciation experts have realistically faced the thorny problem of pronunciation symbols, and dared to be different."

Of course, if anyone seriously desires to safeguard himself against errors in spelling, the thing can be done. The fact that one is supposed to write "a" in the second syllable of *grammar* could be kept in mind by thinking of *grammatical* or *grammarian*, where that syllable is accented so that its theoretical vowel has a definite character. Some mental device or item of related knowledge can always be found as a means of securing one's hold upon the exact forms of troublesome words. Take for instance those traditional pitfalls in the orders of letters, *receive* and *deceive*. Coming from French *recevoir* and *décevoir*, they had no business ever having an "i" in the first place; it is easy to remember that the "e" comes first because it is more important — rather than learning a factitious "rule" about letters coming before or after. Then one can recall *receptacle* or *deceptive*, where the "e" which comes first is further emphasized. But an acquaintance with etymology, though often helpful, is by no means always dependable. For practical purposes, any trick that an individual finds effective is good enough.

Periodic movements in behalf of "simplified spelling" merely produce confusion worse confounded. Ostensibly aiming at "phonetic" spelling in English, they scarcely scratch the surface. To make it *really* phonetic would be virtually impossible, it would involve constantly shifting treatment of the same word, and it would make reading insuperably difficult for anyone not a trained expert in phonetics. So the efforts at "simplification" have generally been mere superficial tinkerings by people who like to amuse themselves with such things.

The words which seem most illogically spelled, in view of their modern pronunciation, are usually common ones which scarcely anyone has ever had any difficulty in learning to spell. As conspicuous examples we may think of *debt* and *doubt*. Coming from French *dette* and *doute*, they were used in English for centuries without the superfluous "b," which registers the 16th-century fashion of adding "etymological letters" as a classical touch to indicate the remote ancestry of a word. In many cases these additional letters finally affected the pronunciation, as happened with the "d" in adventure or the "l" in *fault* (from French *faute*), which Pope in the 18th century still rimed with words like *ought* or *thought*.

In *through* of course everyone knows that the "gh" is no longer pronounced, but the "simplified" spelling of "thru" can hardly be justified as being "phonetic." The letter "u," as a symbol in the International Phonetic Alphabet, or in German or Italian, does represent the vowel sound in *through*, but that is not what "u" customarily signifies in English. What "thru" really represents, according to the established values of letters in English spelling, is rather the dialectal deformation of the word as one may hear it pronounced in certain parts of the country where it rimes with *few* or *hew*, instead of with *do* or *who*.

Two centuries ago Samuel Johnson spoke wisely on this subject when he said in the preface of his *Dictionary* — the first important dictionary of the English language — that it is more important for the law to be *known* than for it to be *right*. We have to do here, of course, not with "laws" where any question of human justice is involved, but with mere administrative regulations, as in the case of traffic rules. The main thing is to understand immediately where we are and what to expect. The rule can never be *right*, in the sense of being scientific or eternally exact. There is no reason in the foundations of the universe why a certain letter or combination of letters should convey a certain meaning. The whole system is arbitrary, in any case, and once we have established a general understanding and acceptance of that system, surely the sensible and economical course is to let it stand, with only such changes as may work themselves out by natural evolution, with no distracting disruptions.

We may say that a person's accuracy in spelling, or lack of it, depends upon his habits of observation. To anyone who is accustomed to seeing clearly the words that pass before his eyes when he reads, a word which is not spelled conventionally will not look right. He will be sufficiently observant to recognize without effort that something is wrong about the appearance of that word. But the mere *quantity* of reading that he does, without the habit of noticing just how the words look, evidently has very little influence, for people will continue to misspell, year after year, common words which they can see daily in correct form in newspapers, in street signs, or anywhere else. All the countless times that they have looked at these words, they have never really *seen* them as they are.

By way of motivation for better

2 The Saturday Review of Literature, January 24, 1948, p. 20.

spelling, it seems reasonable to believe that much might be accomplished by making people realize just what happens when they misspell words. When anyone is reading naturally and efficiently, his attention is concentrated upon the ideas or mental images which the words are intended to create in his mind. His thoughts will be far away from the prosaic fact that he is looking at groups of characters written or printed on paper. Then when suddenly a word attracts his attention by its incorrect form, he is at least momentarily distracted from the train of ideas in which he had been completely absorbed. It is no mere pun to say that "the spell is broken." He is abruptly recalled from the intellectual or emotional content of the reading-matter to a consciousness of the faulty mechanics of its representation on a sheet of paper. Incidentally, of course, he is aware of an implied comment on the degree of literacy of the writer. And this may be true even though he be no better speller himself, for he probably misspells *other* words, and notices *these* inaccuracies quickly enough. So the dignity of the writing is likely to suffer, and its effectiveness is impaired to some extent in any case. Realizing these things is just a part of viewing one's work objectively, seeing it for what it is, not merely for what you wanted it to be. It is only these inevitable results of misspelling that make correct usage important.

WHY STUDY HISTORY?

ALFRED D. LOW
Marietta College
Marietta, Ohio

"WHY study history?" ask many veterans today who are taking history as required courses in our colleges and universities.

"Why," they ask, "should we burden our minds with dusty facts, long past events, remote places, and more or less great personages of forgotten centuries; with bloody battles and violent revolutions which took place in ancient or medieval times? Why should we load our memory with past occurrences and situations which appear at first glance so unrelated to our present, so remote as to offer no explanation at all for our present world and our contemporary civilization right here in the United States of today?"

The very men who ask these questions often do not object to studying *recent* history. During the past war they traveled far and saw a great deal. However, without a knowledge of foreign languages and cultures and the histories of the various peoples, they understood only a part of what they heard and saw. Now they are often anxious to tie their studies to their experiences abroad and to establish a living connection between them.

They realize that this will be best achieved by studying the immediate present and the most recent past. They often doubt, however, the value and the utility of the knowledge of the more remote past, the real field of the historian who deserves this name.

In attempting to convince the student of the importance of his historical studies, the teacher will do well to begin to build where a foundation is already laid. Since most of the students fully understand that a knowledge of the conditions in Europe and Asia between the two world wars is a *sine qua non* for the study and discussion of contemporary political, social, and territorial problems, the teacher of history will have to point out that making one step back into the past is not enough, that further steps are required; that, as today grows out of yesterday, similarly yesterday grew out of the day before and thus an understanding of today's problems is not possible without tracing the many elements which make up our present-day society as far back as necessary or possible, and in any case much further back than to 1918.

What does the student gain by studying history? The study of history lifts him out of his own time and his own people — not completely, of course, but sufficiently to make him feel a little more humble, and raise his doubts occasionally about the supposedly eternal values which the contemporary world attributes to many temporary phenomena of our time. The study of history tends to overcome that smug self-assuredness which is steeped in self-satisfaction, and feeds itself on ignorance. The student of history must become aware that our own civilization is the result of a long development. Suddenly it may dawn upon him that pure accident has placed him into the middle of the 20th century, and also among us here in the U.S.

If he studies, besides American history, the history of Europe or perhaps even the history of one of the European nations such as Great Britain, Germany, or Russia, he will in addition, learn to look at the rest of the world from a different geographical angle, which should be an important and lasting experience. Having ascended more than merely one tower, he sees farther and is apt to

discern more since he looks into more directions. He has gained more than one viewpoint.

The comparative approach in the study of governments as well as in the study of social, economic, political and intellectual history is most fascinating, most apt to arouse the student's interest. The student who compares institutions, movements, or ideas in various countries is driven to search for the causes of these differences. History then ceases to be for him a maze of unrelated facts. It becomes a meaningful, scientific discipline, and provides more than just odd or interesting information. History then not only increases his knowledge but also stimulates his thinking.

The educational and, in the best sense of the word, eminently practical value of the study of history lies in its power to develop reasoning. It forces the student to answer such questions as: Why did the Reformation succeed in that country, why did it lose in the other? Why has France so many political parties, why has Great Britain only two or three? Why did Germany and Italy succumb to Fascism, and why did some west European countries resist it until beaten on the battlefield? And when were those few decisive moments in the history of a people at which the nation stood at a crossroads?

Few practices will do more to elucidate the past, to let it appear more vivid, to help enliven the student's imagination, to sharpen his wits, and to induce him to integrate the isolated facts which he has learned into a tight logical system, and thus root them deeper into his memory.

History teaches a kind of reasoning which is most helpful in practical life. Though the historian does not have to bow before the all-pervading utilitarianism of our day, the great historians were all utilitarians, interpreting the word broadly. They were convinced that future generations might highly benefit from the study of the past. Quite aside from this, history is, incidentally, utilitarian in a more direct way. It teaches men to weigh conflicting probabilities, to estimate degrees of evidence, and to form a sound judgment of authorities and sources, primary and secondary ones. And who is not, during his lifetime, called upon to evaluate critically a report, an article, or a book?

History develops the all-important habit of referring to sources for each of one's statements. The student of history who has developed a critical ability, who is beyond the gullible stage where one accepts what one likes to hear and rejects what one dislikes, will not be as easily deluged by a flood of propaganda aimed at winning the favor of the public for an unworthy cause or designed to stir up a feeling of hate against a minority group or a people abroad; he will not be as easily misled by a smear campaign against a worthy candidate for office.

The history student has studied the technique of sifting truth from falsehood, of analyzing carefully a given situation in a certain people at a certain time, of observing as impartially as possible the political and social currents, the economic and ideological groupings; and he has attained a certain aloofness from the daily strife which makes him a wiser and better participant in public life. He has learned from history the necessity of compromise. He has been impressed with the *continuity* in historical process, with the fact that after the most complete social and political revolutions in France, Russia, and elsewhere, after the most startling turn of a people in a seemingly opposite direction, the nation's stream returns slowly but surely to the temporarily abandoned course.

The student of history must also be impressed by the *relativity* of everything historical, of ideas, movements and conditions. How relative are such designations as liberal, radical, conservative! Many 19th century European liberals were opposed to democracy; democracy and radicalism were then synonymous terms. How different is the meaning of these terms at different times, or even at the same time among different peoples!

The student of history will also look with greater understanding and less emotion upon labor problems these days after having studied labor demands and social legislation in the 19th century in Great Britain or the U.S. He will observe that what is often violently denounced as radical one day is accepted as commonplace matter-of-fact the next. He will remember, for instance, the demands of the Chartist labor movement in Great Britain before 1848 — demands for secret voting, for financial compensation for MP's, for universal manhood suffrage, etc. All have been in effect in Great Britain now for several decades.

There is, indeed, no greater teacher than history, once we have learned to look with a critical and discerning eye upon the road which Western Civilization has traveled. How young, for instance, is modern democracy! Had it not been for the challenge thrown at us in the last decades by warlike and oppressive fascism and Nazism, it would have seemed we had secured it for all times. We took it for granted, just as the air which we breathe. Yet, wasn't it only yesterday that women in this country and Great Britain had not yet attained the right to vote? And wasn't it only in 1946 that for the first time women in France and Italy were accepted as full partners in the political life of their nations?

For the development of our ability of reasoning, the study of history appears to the teacher of history as an imperative — though, of course, he is slightly biased in its favor. It is not less important for the growth of character and for the development of a well balanced individual whose historic rationalism restrains the emotions and whose knowledge of the ways of life of many nations at many times has made him wiser and more tolerant.

The knowledge of the past makes him more fit to work for the future. He will be more alert to national and international questions of the day, more capable of understanding them in many of their implications, and

better prepared to face them intelligently. He will also be in a better position to grasp the viewpoints of his fellowmen in his own and in foreign countries, and to evaluate with greater perspicacity and understanding the opinions of the many social, political, ethnical, and religious groups which compose his own nation as well as others.

A FEW RAISINS OF CONVERSATION

ANNA C. WILLIAMS
Central High School
Kalamazoo, Michigan

DO YOUR high school students annoy you with too much talking in class or "without permission"? On the other hand, are you one of those teachers who wants your students to talk, but you can't get them to say a word — in the classroom? Are you concerned with the problem of really knowing your students so that you can guide them into new or greener pastures? If you are up against a stone wall in any of these areas, try the conversation technique.

Controlled conversation in your classroom is simple to achieve; it works; and your students will love it. What's more, you will get acquainted with your students and their interests better than in your own personal interviews with them. Granting that each teacher should be a teacher of guidance as we were told during our pre-school conference this fall, here is an effective way to obtain information about your students. Even more important will be the benefit to your students from acquiring knowledge about each other and skill in familiar discourse. Discovering hobbies and exchanging experiences with each other develops new interest and respect. The inarticulate pupil may seem dull and colorless to classmates and teacher, but nine times out of ten when he can be induced to talk about himself — his hobbies or experiences — he takes on new individuality and charm. He becomes a real person, and that is good for him; indeed, it is good for everyone connected with him. Students are quick at sensing when they have been accepted by the group. For that matter, aren't we all? And that very feeling of belonging or "togetherness" is the attitude that leads to the acquiring of skills of communication. Is it not generally agreed that the ability to use well the oral skills of communication is fundamental both to personal success in life, and to the success of the democratic society?

Here, then, is the plan; try it this way or work out your own variations. Each student suggests from one to three topics about which he can converse. These may be written on paper or on the blackboard and presented orally to the class. Another member of the class chooses one of the topics that he would like to talk about or hear about. This procedure can be followed all around the class. A recorder keeps the list of topics chosen, together with the combination of names for each topic. Students come to the front of the room in pairs and sit at a table in comfortable living-room fashion facing each other. The pair may be two boys, or two girls, or a boy and a girl. Since the class has already studied the "how's" of conversation, both students know that it is up to them to keep things going on a 50-50 basis. Questions prepared in advance may be used to start the ball rolling if necessary. When the conversation is finished to the satisfaction of both, it is time to progress to the next pair of students, and so on. You may want to sit with the class or on the sidelines. You may want to help or correct occasionally. Most of all, you will want to listen and learn.

The following actual conversation took place in one class:

"Did you say that you are interested in recordings?" asked Audry of the pale, shy teen-ager.

"Yes, I've been collecting records for a number of years," answered the youth.

"How many do you have?" skeptically inquired Audry.

"Oh, about 200, I guess," he replied. Audry showed surprise. The class sat up and took notice. So did the teacher.

"What kind of records do you have? I mean, are they all popular or do you have some classical?"

"Both kinds, but mostly popular." The class laughed. "Well, you see," continued the youth, "I invite friends over to listen. Sometimes we like to hear classical records, but often we want to hear the newest hits, and sometimes we like to dance."

The class opened its eyes. This boy had assumed new importance.

"You do?" asked Audry in a new and flattering 'where have you been all my life' tone. He smiled.

"What kind of a player do you have?"

"I have a —— automatic record player that takes twelve records at a time without changing," he answered modestly.

"Oh — oh — oh —" from Audry and class. No longer was Dale unimportant to the group.

And so it went around the class that first time we tried it. Travel, deep-sea fishing, work experiences, hobbies — all were interesting. To hear about them in conversational form made these students forget it

was a classroom and helped them to see each other in a new light. The class begged for more. Conversational skills were perfected to a degree which before had seemed unattainable. Members of the class to whom little, if any, attention had been paid, possessed new and desirable virtues in the eyes of their peers. The teacher listened, and learned, and stored up mental notes for guidance at the proper time.

Truly has it been spoken by our wise men: "Conversation is the laboratory and workshop of the student."[1]

"Inject a few raisins of conversation into the tasteless dough of existence."[2]

1 Emerson, *Society and Solitude.*
2 O. Henry, *The Complete Life of John Hopkins.*

The Answer Swappers

SESSION EIGHT

Career Week

Career Week in the Coffeyville, Kansas schools has become an event looked forward to each spring by students and community alike.

In the spring of 1941 a "test case" was worked out in regard to the advisability of career guidance. An evening was set aside at which time students met with a particular local leader chosen because he was considered a success in that field which the student had indicated. There was nothing compulsory about attendance, but so interested and enthusiastic were the students and so favorable were parental comments that faculty and administration felt the program should be given on school time so that every child would attend these clinics instead of attending classes on that particular day.

Since Career Week is scheduled for the last week in March, definite plans are begun in early February for that event. An assembly is called and an interesting and eminent speaker talks to the student body on the importance of choosing one's life work. At the close of this assembly students go to their home rooms where they check from a long list the two careers which they are interested in learning more about.

These slips form the basis for the organization of clinics to suit the interests of the students. They will average in number about twenty different careers for girls to about thirty for boys. The very finest representatives, as far as success in their fields, leadership, and speaking ability are concerned, are chosen to present the various careers. Most of them are chosen locally but many are brought in from outside. The state schools are most liberal in sending out speakers for the occasion. These leaders are assigned to particular class rooms where they meet the students who have signed for their particular careers. The periods last for approximately an hour. The first part of the hour the leader presents his field as he knows it with both its advantages and disadvantages. The last twenty minutes or more are open for questions and discussion from the students.

Since there are not enough rooms to accomodate both boys' and girls' clinics simultaneously the following plan is followed. While the girls are in their clinics at eight o'clock, the boys are in the assembly where they listen to a discussion on "Hobbies and a Career", "The Importance of Health and a Career", "Personality Traits and Success", or similar topics related to success on the job other than knowledge of one's particular job. At nine o'clock the program is reversed and the boys are in clinics and the girls in the assembly. They may have a similar assembly program or one more personally adapted to girls such as "Home and Career", etc. At ten and eleven o'clock the clinics and assemblies are again reversed. Thus each child has an opportunity to hear a discussion on two careers making six in all which he may learn about if he so desires while he is in high school. Variety is followed in choosing leaders from year to year in order that students who wish to attend the same clinics year after year may get a new viewpoint.

Each year a different emphasis is used in relation to success in one's job. One year it may be health, another the air age, family relations, or personality traits. An attempt is made to bring in really interesting and competent authorities as our general speakers.

The State Director of Guidance is usually present on one day and meets with faculty personnel for discussion of guidance trends.

This past year so great had the enthusiasm become that the afternoon was given over to visiting the career which the student had learned about in the morning and seeing it in action. In instances where this was impossible groups were taken on tours of local industries in order that they might know their communities' possibilities better.

Career choices of the student are recorded each year on the profile sheets of each individual for later conference reference.

Other days in the week may be devoted to general assemblies, showing a film on how to obtain a job or other general theme subjects. By the end of the week each student has become quite conscious of the importance of choosing the career which will be best suited to his particular capabilities and in which he will be the happiest and best adjusted.

MARIE DIGGS
Director of Guidance,
Coffeyville, Kansas,
Secondary Schools.

A Lift On Letter Writing

The business men of Hightstown know that letter writing is taught in Hightstown High School. In fact, they've helped to teach the classes. During the past year, the office practice classes of Hightstown, in order to become familiar with the varying practices and standards which govern correspondence in local business establishments, wrote letters to prominent businessmen, asking them to react and criticize the letters.

It was easy to see the values in the project; (1) the businessmen saw the effort of the school was making to emphasize good letterwriting; (2) the criticisms were valuable in themselves; (3) pupils learned that many practices taught in the classroom were considered "must" items in every business letter; (4) they also learned that practices vary and intelligent adaptation is often needed; (5) they learned that offices have rules governing correct usage and form; and (6) they learned that tastes in letters vary; that no two businessmen react in the same way to any one letter.

The project was successful chiefly because the businessmen gave honest, individual, earnestly-worded reactions. The neccessity for the school to keep constantly in touch with local practices, in order to facilitate the transition from school to office employment, was clearly apparent. But even at best, it was realized that every pupil would have to possess adaptability.

DOROTHY F. STAUFFER,
Hightstown High School,
East Windsor Township, New Jersey.

Hurdling The Debt Limit

What is a community to do when a new school is desperately needed to accomodate the horde of youngsters who know nothing about the town's financial situation that prevents further borrowing? Citizens of Berwick, Maine, have met this difficulty by a plan that reminds one of pioneer days when residents pitched in and did the job with their own hands and home-grown materials. Only in this case, there are modern machines and a contractor is doing part of the work and supplying materials at cost.

An article in the warrant at the town meeting last spring called for a discussion of the schoolhouse matter. William C. McCue, who had retired after 25 years as superintendent, suggested an expedient that had been used once before to finance construction of the town high school. A group of citizens might sign a note as individuals to borrow the necessary sum, letting the town take over the interest charges and, when it could, the principal. The voters voted not to oppose this procedure. McCue found a lender with $55,000, thirty citizens with willing fountain pens, and himself gave an acre of land for the site. Then offers of money, labor and tools began to come in. Soon it was evident that by a cooperative effort a structure 60 by 238 feet in size could be erected instead of one half the size that had first been contemplated. This would be large enough for all elementary classes without encroachment upon the high school.

Any Saturday, and in fact any late afternoon, a small army of volunteer workers could be seen performing a variety of skilled tasks in and about the one-story structure, already in shape for the first six grades and soon to contain two more. (The town is selling the old school building and with the money received expects to complete four more rooms. All twelve rooms will be ready for occupancy after the Christmas holidays.)

With all these citizens having an investment of money and muscle in the school, it is next to a sure thing that the educational interests of the children of Berwick are not going to be neglected.

HARLAND A. LADD,
Commissioner of Education,
Augusta, Maine.

Writing That Rang a Bell

THOMAS E. ROBINSON

NO COLLEGE in the country has ever guaranteed that good teaching techniques will catch a husband. Yet Miss Huron, an elementary teacher, is ready to swear that lessons embodying the best educational devices do produce matrimonial by-products.

During the war a large map of the world was drawn by Miss Huron's pupils. It was attached to the wall. Tiny flags were pasted at foreign points, together with photographs of brothers and fathers of pupils who were performing military duties there.

As a good teacher should, Miss Huron correlated her language arts work with the map study. Her well-motivated pupils wrote vivid letters to their service brothers and dads. Children who had no close relatives in the Armed Forces were encouraged to write to the brothers of their classmates.

All during this time Miss Huron taught the elements of letter-writing. Her timing was ripe. The children wanted to learn how to make their letters more interesting, how to express better their patriotic thoughts. Often, however, Miss Huron felt that some of her suggestions did not seem to strike the sparks she desired.

So Miss Huron determined to do what every good teacher would do—to demonstrate by example what good letters should contain. "From now on, children," she said, "I'll write letters just as you do, and I'll read my letters to you just as you read yours to me. And you can tell me what you like, and what you don't like, about my letters."

One technical difficulty remained. Miss Huron had no brothers in service. But that difficulty was soon overcome. Miss Huron simply looked over the photographs on the map, and then asked Alice for permission to write to her brother, stationed in Europe.

Months went by. Letter writing, through the power of example, improved tremendously. Gradually it became unnecessary for Miss Huron to read aloud to the class her very inter-

esting letters to her military correspondent.

The war ended. The correspondent returned. The wedding took place last July.

Miss Huron has given her books on good teaching techniques to several of her interested young colleagues.

INTEGRATION — A DISINTEGRATING FACTOR?

V. E. LEICHTY
Michigan State College
East Lansing

AS THE AUTHOR of *The Sabre-Tooth Curriculum* observed, as soon as man began to notice that certain of his neighbors were more successful than others as fish-grabbers, horse-clubbers, or tiger-scarers, education began. This is natural, for fundamentally, the reason for education is the development of efficiency in acquiring the knowledge and skills necessary to solve successfully the problems presented by the environment in which we live. In the most primitive society the failing grade for not knowing what to do or how to do it at the required moment was frequently death. As man became more civilized, the specialization of knowledge and skills reduced the penalty of failure. The fighter protected the old, the young, and the weak; the hunter and fisher provided them and him with clothing and food; the far-sighted man collected and stored furs to withstand the cold of winter and food to offset the time of famine; the mechanical-minded man made more ingenious fish hooks, sharper arrow heads, and better balanced spears.

In other words, a specialization of labor had taken place, and with it had come a compartmentalization of knowledge and skills. It was no longer necessary for the individual to know all things; rather, it became preferable for him to know a few things well. Since no other means were available, the communication of knowledge and skills normally took place within the family. This, in turn, led to further specialization and eventually to stratifications of society such as the nobility, which developed out of the fighting class; and the commons, who for the main part were the workers. Within the latter group a further stratification resulted in such organizations as the craft guilds. Before this was accomplished, however, education had already been organized and the organization was based upon one type of integration.

It was early recognized that certain knowledge and certain skills were basic. Others could be built upon them, and in turn these others could be used as foundations for the acquisition of still more advanced ones. The integration achieved was a purely vertical one based upon the theory of progressive difficulty. Thus the apprentice painter began by grinding and mixing colors and progressed from this to the preparation of boards or canvas. The training was continued through practice in drawing, the painting in of areas outlined by the master, and the construction of cartoons for original work.

When education was organized in the schools, the vertical compartmentalization was adopted, and so we find subject-matter divisions even in the lower grades. At its worst, this plan led to complete isolation of subject matter. (The children who have been taught grammar without the slightest regard for coordinating it with language usage, or geometry without relating it in any way to the simple, practical illustrations of its use which may be found in any home or schoolroom, are numberless.) Spelling became an end in itself, and understanding was not infrequently lost sight of in acquiring skill in reading. Nor was this specialization confined to the primary and secondary schools. Our colleges turned out architects and engineers who planned and built buildings which were structurally sound, but functionally unrelated to the purpose for which they were built; our medical schools trained doctors in medicine, but not in human nature; and our graduate schools directed many into fields of study so specialized that only a few equally specialized individuals could understand the results of their research.

This has been recognized by educators for years, but it is only within the last few years that any real effort has been made to counteract it. The reintegration of skills and of elements of knowldege began in the grades where specialization was least securely rooted. The fact that the various subject-matters in the grades were generally taught by a single teacher made integration a more simple problem there than in the upper schools. Because of college entrance requirements, it has been much more difficult to set up an integrated program in the secondary schools. The colleges, although hampered to some degree by the requirements of the graduate schools, are much freer than the secondary schools, and many of them are attempting to build an integrated program — at least for the freshman and sophomore years.

This integration, where it has taken

place, has normally consisted of fusing two or more related subject-matter areas into a single course. Ideally its ultimate aim might be said to be the complete interrelationship of all materials studied during a given time area. It is, in effect, a horizontal type of integration and, taken alone, it would be no more complete than the earlier vertical type. In a completely integrated program the youngster in the fifth grade would find the materials he studied and the skills he practiced related not only to each other, but also to the out-of-school activities normal to groups of his educational level. Then years later, when he is a junior in college, whether he realizes it or not, these same materials and skills should be of service to him in his attempt to work with more advanced materials and make use of more complicated skills.

Complete integration such as this can be achieved only after an integrated overall plan for education from the pre-school to the graduate school level has been developed. Unfortunately there is no such plan; nor is there any agency whose function it would be to prepare such a plan. Plans for integration by individual teachers or by small groups of teachers have frequently resulted in the duplication of study of particular areas and the omission of study of equally important areas. For example, a biological science teacher might develop a unit on health insurance as a part of his course while his confrère in social science might at the same time find it desirable to teach something of the functions of the body as a part of his unit on health insurance, but conceivably both of them might omit instruction in the fundamental reading skills essential to the understanding of the materials of their respective courses. The duplications have resulted in boredom for the student, and the omissions in recriminations among teachers at the various levels.

In some cases, inevitably, such attempts at integration have resulted in poorer teaching. We as teachers educated under the old system have been encouraged to specialize in a particular subject-matter area. As a result we ourselves do not always understand the relationships of our particular subject matters to others — certainly not to many life situations. (This can be well illustrated by the differences which exist between the materials found in the ordinary civics course and the functioning of actual politics.) How then can we teach these relationships? In attempting to integrate, we have too often seized upon the superficial. We have found it necessary to motivate — an admission in itself of our failure to integrate. We have emphasized the 'current' and the 'practical.' We teach the short story instead of Shakespeare, and boogie-woogie instead of Bach. We have substituted eternal variety for the eternal verities.

In our attempts to clarify we have obfuscated by bringing the confusion of the world into the classroom. In our individual efforts to decompartmentalize knowledge and skills we have developed that which may end as a chaos in which each teacher becomes a law unto himself — and that in the name of integration! Even when planning is school-wide, the end results are unlikely to be what we desire because of the interrelationship existing between the various educational levels. True integration cannot exist within the classroom alone or within the school alone.

Fortunately, as has been indicated, there is nothing wrong with integration that more of it won't cure. We need more of it, but carefully planned — on a national scale, and on one that touches all educational levels. Our present piecemeal efforts may result in the loss of that which was good in our old system of education without substituting something equally worthwhile in the new system. If and when we achieve a complete integration, both vertical and horizontal, our teachers at all levels once again should be able to assume that their students have acquired certain skills and certain elements of knowledge appropriate to their degree of advancement and, building upon these, they may be able to extend those skills and that knowledge to a point at which our high school diplomas and our college degrees will represent some relatively fixed degree of mental maturity and also of academic achievement.

I MAY BE RIGHT—— I MAY BE WRONG

WILLIAM C. McGINNIS

Holy Days of December

Christmas Day is a day of joy and thanksgiving and hope for all Christians. The Christmas Season is a time of happiness and good feeling and brotherhood. It is a time of the golden rule and its ever renewed application in the lives of the people. It is an occasion of glad tidings and good will to men, and it is a time of peace and hope and love to men of good will. It is a time to give gifts in the spirit that it is more blessed to give than to receive.

This time of the year is more than a Holiday Season; it is a Holy Day Season. December is a Holy Day Season for Christians and for Jews.

December is the month of Christmas. December is the month of Hanukkah. This Jewish holiday mentioned in John 10:22 as the Feast of Dedication is also called the Feast of Lights. It marks the recapture of the Temple at Jerusalem by Judah, the Maccabbee, and its restoration as a place for the worship of God. Throughout the ages the festival of Hanukkah — the Feast of Lights, has

been observed by the Jews with gayety and joyfulness. It is the custom to have the family and community gatherings and to give gifts to the children.

But in this joyous Christmas Season there will be hearts and homes where joy is not present, nor peace. There will be people who have no homes. There will be little children who will be cold and hungry: "for the dark places of the earth are full of the habitations of cruelty."* Am I my brother's keeper? This is the season of giving and receiving. It is more blessed to give than to receive. So in this Holiday Season let us "Eat the fat and drink the sweet and send portions to them for whom nothing is prepared."**

This is the land where hate should die, and the Season of Christmas and Hanukkah is a time when all of us, Christians and Jews, should rededicate ourselves to furthering the acceptance of the brotherhood of man and the fatherhood of God.

* Psalm 74:20
** Nehemiah 10:2

My Teaching Is Easier Because...

I believe that:

(1) It is stimulating to work with children; to observe the many changes which accompany their mental, physical, social and emotional development; to see the delightful sparkle of discovery and understanding revealed in their faces; to direct their enthusiasm; to guide their infinite curiosity.

(2) It is possible to organize one's work so that it is not a burden, requiring long hours of preparation and of correcting papers; to do the necessary clerical work in connection with teaching, neatly, accurately, and promptly, without allowing it to be annoying.

(3) One should realize the importance of a friendly attitude toward pupils; of the necessity of developing a keen sense of humor in dealing with pupils.

(4) One should always give constructive criticism and praise in order to get the best quality of work from students.

My teaching is easier because I am fortunate enough (5) to work for a liberal board of education which allows its teachers to live a happy, normal life in the community and which provides excellent modern buildings, completely equipped with instructional materials.

HUMPHREY C. JACKSON
Pierce Junior High School,
Grosse Pointe, Michigan

The light touch does it when a nag-nag here and a nag-nag there attitude would fail.

A technique of praise is invaluable. Rather than knock one's head against a stone wall... (the previous instruc-

SOUNDSCRIBER stimulates, improves, speeds language teaching... and language learning

In hundreds of schools, colleges and universities throughout America, SoundScriber equipment is producing *better results* for both teachers and students of languages... producing them in *less time.*

Radio-like *naturalness* and clarity in recording *and reproducing* the voice are the key to SoundScriber's effectiveness. Student interest is stimulated—student comprehension stepped up—at the sound of the student's *own natural voice* speaking a foreign tongue!

SoundScriber electronic dictating and recording equipment is so easy and inexpensive to use—so adaptable to class-room, study-group or individual instruction for practice and drill—that it enables the teacher to handle large classes without increasing the demands on his or her time. The lightweight, indestructible SoundScriber discs may be played back for drill purposes hundreds of times, and then filed for a permanent record of progress.

Proof of SoundScriber's effectiveness as an aid to language teaching is available upon request. The coupon below will bring you a free copy of the new brochure "Basic as the Blackboard"! Everyone teaching languages should have one. Send for your copy NOW!

The SOUNDSCRIBER CORPORATION, Dept. JE-12, New Haven 4, Connecticut

Please send me the new booklet, "Basic as the Blackboard."

NAME_____ DEPARTMENT_____

SCHOOL_____ ADDRESS_____

tors didn't teach anything; the child is stupid; his whole family is queer) ...find something the pupil does well and say so. Though nine-tenths of the recitation is wrong, pick out the fragment of truth. Maybe only one word in a dozen is spelled right, but build up a feeling of success for that small accomplishment.

Again, much nervous energy can be saved by ignoring minor disturbances. Doors slamming, pencils and scissors falling on the floor, even that horrid pencil-sharpener noise — all fail to be heard. Commend the way the spilled ink is cleaned up; omit scolding the offender who spoiled his neighbor's drawing with an ugly blot. A bit of paraffin run along the edges of squeaky drawers will alleviate that problem. A clip clothespin for each child secures his rubbers or arctics and saves the perennial search for lost ones.

In the words of the song, "accentuate the positive." Your classroom bespeaks a friendly atmosphere where it doesn't take a committee of three to bolster up sufficient courage to ask you a question. Counseling is a day-long service — not limited to fifteen minutes weekly for forty personalities or once at report card time.

When the light touch prevails, the teacher no longer drags home at four o'clock to collapse on a chair or to a supper of tea and toast.

PHYLLIS O. EDWARDS
Kutztown State Teachers College, Kutztown, Pennsylvania

THE ANGEL WHO COULDN'T SING

MARY ELLEN POURCHOT

MISS Pelican had made up her mind. Malcolm was not to sing with the other third graders in the Christmas program. Down in the teacher's rest room, her shoulders against a radiator, she worried over her decision. Her mind wandered quietly among the old college books on music education, on teaching individuals rather than mere subject matter.

But Malcolm wasn't in the books. Malcolm was a real boy who couldn't sing in a high voice like all the other third graders. When he opened his mouth to sing "America" in unison with twenty-five light sweet voices, the effect suggested a steam shovel at work in this "sweet land of liberty". It was incredible that such a monstrously low croak could come from an eight year old.

The worst of it was that Malcolm loved to sing! His fondness for music was passionate and indiscriminate. Oblivious to discords, he joined lustily in every song, sung in the 3-M room.

Miss Pelican shivered. Malcolm was a problem she didn't like encountering. The Christmas program was so important. It might determine she would hold the respect of the teachers and the parents. It meant the difference between being a successful music teacher and a failure.

She pushed a hand over her graying hair. It was difficult, this change. The small new problems of the school routine were annoying. How easy things would have been in Lindgrove, knowing what the community expected, having an established reputation. Here in Bently, where the pupils had loved the young teacher preceding her, she felt insecure. Yes, the job paid more. She would grow fond of it, in time. But it took so much time to adapt oneself to a new community at her age.

Surely she was justified in leaving one small child out of the program to assure it of success. There were bigger things to consider.

The door of the teachers' room opened and shut with a slam.

"Hello, Pelican. What's on your mind?" It was Miss Burris, one of the second grade teachers.

"It's Malcolm — in 3-M," Miss Pelican told her. "He'll ruin the program if he sings, but it will break his heart if he doesn't."

Miss Burris finished at the lavatory and slapped her hands together over the radiator. "Malcolm Green? He never could sing. Last year Eunice just ignored him. Luckily he was sick and wasn't in the program. Let him be a wise man or something, can't you?"

Miss Pelican meditated. It was an idea. That would be an excuse for leaving him out of the song.

"You should see the lovely powder box Mary McGinnie gave me," Miss Burris continued. "That makes thirteen presents already. Good haul, hunh?"

Miss Pelican was spared a reply by the class bell. She thought how easy it was for Miss Burris who had a kind of independence that carried her along, in spite of her crude manner. Gathering her pile of books, she dragged up the steps to her next class, feeling very weary, very old.

The next few days were filled with preparations for the program. Parents helped with costumes, teachers offered aid in scenery and lighting problems; students were eager and busy. But the time for telling Malcolm was coming.

The third graders practiced their Christmas song intently. There was an undertone, a consistent rancous sound, which the music teacher knew came from Malcolm. His voice just didn't belong.

After class, Malcolm hopped out of his seat and tagged her to the cloakroom. This was his usual "helping" time — a few minutes for practice in singing high.

"Are we going to play games

again today, Miss Pelican? I know all of the words to 'Bright Star of Christmas.' See where my tooth is out? Mom pulled it and I put it under my pillow last night and I found a dime this morning. Do you believe in fairies, Miss Pelican? Gosh, your dress is pretty!"

Miss Pelican smiled one of her rare smiles. He was irresistible. But his winning way distracted her. She hurried through the tone games. He was to make sounds like a train whistle, mew like a cat, sing up where the birds fly. All of which he tried diligently, and just as diligently, failed to come up from his gutteral depths.

Then, suddenly and miraculously, his voice was high — not too clear, but high where it should be.

"That's fine, Malcolm!" Miss Pelican was elated. Perhaps he would be able to sing in the program after all.

The praise slid over Malcolm like mayonnaise over jellied salad. He didn't think he sang any different from the way he always did. If she thought it was good, he was glad.

"Try again, now, Malcolm . . . tweet, tweet, tweet." Malcolm tried again and again. But the bird in him had vanished as swiftly as it had come. His voice was low and hoarse once more.

Miss Pelican decided that this was the time to tell him. "Malcolm, how would you like to be one of the wise men in the Christmas play?"

His eyes widened. The mouth with the missing tooth opened like a small cavern. "Do you mean it, really, Miss Pelican? Honestly? Can I be one of the wise men and sing, too?"

She wanted to turn away from the confident, shining eyes.

"Well, Malcolm . . ." She placed her hands on his thin shoulders. "Malcolm, there are a lot of things to learn. You'll have to . . ."

"Oh, I can learn the part easy." His voice came in breathless gasps. "Mom will help me. Honestly, oh gee, I'm the happiest boy in school."

His enthusiasm was carrying him away from her. She was alone on an island of misapprehension. She must make him understand.

But explaining was useless, for Malcolm *wouldn't* understand. When she told him that he would have to choose between the two parts, he was incredulous, hurt. Then with magnanimity he told her that he didn't have to be a wise man if she didn't want him. Miss Pelican was miserably confused.

The scene ended with a weak, "We'll see, Malcolm. Try to sing high next time, won't you?" And Malcolm returned to his room jubilant, reassured by his knowledge that he could sing. It was easy!

Miss Pelican needed some silver paper for the Christmas star. On her way down town, her thoughts wandered back over her days in Bently — some filled with the small annoyances that take the spark out of a teacher, that make her long to escape to another place, another job. There were certainly more tranquil jobs — positions with less worry — and more pay.

Then there would come flickering moments when she was filled with love for these charges of hers. Occasional contacts with them would refresh her love for teaching. She remembered . . .

In her daydreaming, she had almost passed the dime store. After purchasing the silver paper, she found that snow had begun to fall.

"Miss Pelican — hello!" A small woman bundled in a ragged fur trimmed coat, beamed at her.

Miss Pelican decided it must be a parent of one of her pupils, and returned the greeting. "It's a nice snow, isn't it?" Since the woman seemed to desire conversation, the music teacher moved near a store front to escape the wind, which suddenly acquired a sharp edge.

"Miss Pelican," the woman began. "I've wanted to tell you how much our son talks of you. He talks about music class every evening, and names all the songs he has learned. He just loves music, I guess."

Miss Pelican was curious about

THE GREATEST DICTIONARY VALUE FOR THE LEAST MONEY

IDEAL for students and classroom work. Check the features of this unusual dictionary value.

- 140,000 words, phrases and terms with clear, really informative definitions precise as to fact and concise as to method of presentation.
- 2,500 illustrations placed directly with the entries they illustrate.
- A supplement of 19,000 foreign words and phrases.
- A supplement of rules of capitalization and principles of grammar.
- Most common present-day meanings given first, obsolete meanings last.
- 15,000 proper names.

$4.50 plain
$4.75 thumb indexed

FUNK & WAGNALLS
153 E. 24th St., New York 10, N. Y.

this mother of a musical prodigy of hers. Perhaps it was David's mother . . . David was so good in music . . .

The woman continued. "Now he's so excited over the Christmas program. The day you told him he could be a wise man and sing with his grade, he wouldn't eat his supper, he was so excited."

Miss Pelican shivered. She might have known. She had felt all along that the issue with Malcolm was not yet settled.

Her response started weakly, but gained strength as she found conviction in her words. "Then you're Mrs. Green. Forgive me, I didn't remember you at first. I'm so happy Malcolm enjoys his music. He is so enthusiastic about the work. I'm sure he'll make a fine wise man."

As Malcolm's mother turned away, Miss Pelican went on down the street, feeling oddly relieved. The wind seemed to have stopped blowing. The snow was making the prosaic town beautiful. She took a deep breath. Letting Malcolm sing was the right decision — the only decision. No matter how "Bright Star of Christmas" might sound, she was grateful that this child and his mother had reminded her of real values.

So the day of the program came. The curtain rose on the brightly lighted stage. The children lifted their eyes to the shimmering tree and sang. The "angel" sang too, and it was terrible. But Miss Pelican was neither ostracized nor told that her contract would not be renewed.

As she listened to parents' polite congratulations after the program, she decided that the 3-M song had not mattered so much after all. Except to Malcolm and his mother. And as she looked at their glowing faces, Miss Pelican smiled.

Cooperative Guidance

DEAN W. KUYKENDALL
Arizona State College
Tempe

SINCE guidance services provided in our secondary schools must take into consideration every aspect of the pupil's life, it is necessary that there be close articulation with many agencies. The guidance program must, for instance, provide for articulation with the administration, between school units, within the school as a whole, and with out-of-school agencies. It is with this last named need that I am most concerned.

Schools are not the only agencies in a community interested in child welfare and in rendering a more effective type of guidance service to the community's young people. The personnel offices of commercial and industrial organizations, service clubs, churches, civic and welfare groups, and similar agencies often carry on certain phases of guidance and would cooperate, if the school were farsighted enough to establish the contacts, with school guidance workers.

Articulation between the school and the community and coordination of the community's total guidance resources must be brought about if we are to serve youth in any adequate fashion.

Some of the ways in which closer cooperation and collaboration may be achieved are as follows: (1) Centralize the main responsibility for these contacts in the guidance department of the high school — and place a responsible person in charge of the total community development; (2) carry on a cooperative, continuing study of the need of and the facilities for guidance in the community; (3) obtain the cooperation of the employers in the community so that they will look to the school as a potential source of manpower and womanpower and enlist their aid in following up the progress of all persons placed; (4) secure from community agencies and utilize pamphlets, posters, films, speakers, etc.; and (5) gain the cooperation of such agencies as Boy Scouts, Girl Scouts and Y. M. C. A., in carrying out programs for social, moral, and health development.

By no means are these simple tasks. The concept of the school as a focal point for community enterprises is not the one commonly accepted in our country. It calls for some painful shifts in our ways of thinking. It raises the school far beyond our usual evaluation.

But until the school becomes "accepted" as a functional institution in the ongoing life of the community we shall make far less progress with our guidance programs than we wish and need to make.

Just Published

DANGEROUS TRENDS

How Undercurrents Economic and Political Affect Education

196 pp., red silk cloth, $2.00

31st Edition

HANDBOOK OF PRIVATE SCHOOLS

1024 pp., red silk cloth, $8.00

Still Available

"MAD OR MUDDLED," 196 pp., red silk cloth, $2.00; "THE CONTINUING BATTLE FOR THE CONTROL OF THE MIND OF YOUTH," 168 pp., red silk cloth, $1.50; "THE FUTURE OF EDUCATION," 256 pp., red silk cloth, $2.00; "WAR AND EDUCATION," 512 pp., black vellum, $4.00; "BETWEEN TWO WARS—The Failure of Education 1920-1940," 616 pp., black morocco cloth, $5.00

Circulars and Table of Contents of these and other current volumes on request.

PORTER SARGENT

11 Beacon Street **Boston 8, Mass.**

The News Digest

Better Accoustics For Schools Urged

CLEVELAND—Lessons are more difficult for 75 per cent of school children because classroom construction prevents proper hearing, Lyle F. Yerges, Chicago sound engineer, believes.

The basic fault, he maintained, lies with architects who "have been guilty for years of emphasizing the monumental characteristics of the buildings they design" at the expense of what should be their main aim, which is to build a place where pupils and teachers can see and hear easily. Schools, he insisted, should be designed "from the inside out."

It is of prime importance that children, especially the youngest, whose articulation is undeveloped, hear each word and syllable so they can understand, Mr. Yerges said. However, excessive reverberation time and poor sound distribution are prevalent in many schoolrooms, he added.

Adults Can Learn To Read Faster

The average adult should be able to read at least twice as fast as he does now, according to Mrs. Elizabeth A. Simpson of the Illinois Institute of Technology. Mrs. Simpson, head of the Adult Reading Service of the Institute for Psychological Service, reports that "it is not true that the slow reader is the careful reader, nor is it true that the fast reader is the careless reader."

Mrs. Simpson states that the adult, no matter how well he reads, can learn to read better. A group of Army Force officers recently improved their rate of reading from 250 to 600 words per minute, she discloses, with no loss in comprehension through a specialized short course. Often, she points out, "increased efficiency means increased knowledge and greater success."

Negroes Advised to 'Rush' White Colleges

WASHINGTON—James N. Nabrit, Secretary of Howard University, has urged Negro students to flood white colleges with application for admission. That is the only way, Mr. Nabrit said, Negroes can quickly obtain better school facilities.

He added that it is an immediately effective way, for the Supreme Court has ruled that states must provide equal educational opportunity. Addressing a conference of presidents of the 17 Negro land-grant colleges in the South, Mr. Nabrit said:

"The proper remedy for the problem of segregation in education is an immediate avalanche of applications to attend white land-grant institutions on the grounds that the Negro schools are not in a position to offer research training that is available to white students."

Billion in Buildings Needed By Empire State Schools

ALBANY—Unless this state's school districts spend at least $1,300,000,000 on building needs by 1956, education will suffer, Commissioner Francis T. Spaulding announced, after a survey of districts. Under present overcrowded conditions, 108,000 pupils are handicapped by inadequate facilities or inadequate length of school sessions, he said.

The survey, Mr. Spaulding said, revealed than many pupils are being forced to attend classes in bus garages, churches, lodge halls and other non-school buildings.

Of the total amount needed for buildings, more than $580,518,000 in new buildings and repairs will be needed by local districts before September 1950, it was said. This figure is exclusive of $76,622,000 in projects now underway.

The survey covered all cities and villages and about 90% of all other types of districts. New York City's needs account for more than half of the total building needs reported, Mr. Spaulding said.

Abnormally high costs of construction, delaying projects which might ordinarily have been undertaken, were cited as a cause of the shortage along with the rising birth rate and the lapse of construction during the war.

Princeton University Has New Grading Plan

PRINCETON, N. J.—Princeton University has introduced a new academic program which measures student effort on the basis of over-all ability, thus disregarding deficiencies in minor subjects.

Under the program, which is expected to have far-reaching influence among other schools, the university has discarded the traditional college practice of requiring a specific number of course credits for a degree. It has also drastically revised present standards of "passing" and "failure."

In explaining the new system, which will govern all undergraduate work at Princeton, Prof. Jeremiah S. Finch, secretary of the Faculty Committee on Examinations and Standing, pointed out that introduction of the program does not mean a lowering of standards.

Henceforth, Dr. Finch said, a student who fails a subject will not have to repeat that course or an equivalent course. His over-all performance instead of individual course grades will be the criterion for determining whether a student should be allowed to continue college.

These Youngsters Shine On Old Exams

LOS ANGELES—Mother and Dad had better dig up their old report cards before chiding Junior about his school marks.

Dr. Ralph Tyler, dean of the school of education at the University of Chicago, described how he dug up old examination papers from 1900 to 1915 and gave the tests to contemporary pupils.

In 80 percent of the cases, Dr. Tyler told the conference on direction and improvement of instruction and child welfare, modern kids did better than the oldsters had done.

Million More First Graders by 1953

A registration of 3,750,000 pupils in the first grade, one million more than the number who started school last September, is expected to create a serious congestion problem in the nation's elementary schools in 1953, J. C. Capt, director of the United States Census Bureau, said recently. This will be attributable principally to the high post-war birthrate, Mr. Capt said.

After 1953, there is likely to be a drop in the number of children starting school; by the late Nineteen Fifties and early Sixties the number of prospective first-graders may range from 2,250,000 to a little over 2,750,000.

Michigan Voters Uphold Sales Tax for Schools

DETROIT, MICHIGAN — Michigan citizens by a four-to-one vote in the November election decided that the public schools will continue to receive one-third of the 3-cent sales tax, together with a sizable appropriation from the general funds of the state. At present collection rates, the sales tax yields 65 millions annually for educational purposes, and there is further school aid in the sum of 70 millions a year.

The question submitted to the voters was that of repealing the 1946 amendment which had provided for turning over a third of the sales tax revenues to the schools. Governor Sigler and other state officials contended that state finances are in the red and would be more so if the amendment were not abolished. The answer came in an overwhelming vote upholding the amendment.

The schools won another victory in the same election when voters approved a constitutional change liberalizing the conditions under which borrowing for school construction is permitted to school districts. Sponsored by the Michigan Education Association, the proposal was opposed bitterly by the Farm Bureau, Grange and real estate groups.

The peak for children entering junior high school, Mr. Capt said, will be approximately 3,750,000 and will come in the fall of 1959. By 1962, high school freshmen classes will be similarly affected.

Wants More Recess For Elementary Teachers

TALLAHASSEE, FLA.—A Florida educator asserts that elementary teachers need more time during the school day to "relax, drink a coke, or gossip with other teachers."

Dr. J. C. Peel, dean at Florida Southern College, says the teacher in the lower grades "has children under foot or in her hair from 8:30 A. M. to 3 P. M. five days a week."

The lack of free time, he says, is directly responsible for the shortage of instructors in schools all over the country. He thinks something should be done to attract more teachers to the elementary schools.

"It is impossible to do good high school or college work on a base of ineffective education in the lower grades," Dr. Peel declared.

Wisconsin Considering Better English Program

MADISON, WISCONSIN—Wisconsin's public school English teachers should have more training and lighter work loads, a survey just published by the University of Wisconsin indicates. Professors Robert C. Pooley and Robert D. Williams of Superior State Teachers College spent a year doing research on the project, sending questionnaires to teachers, superintendents and principals and visiting 800 classes.

More photographs, radios and motion picture machines were recommended for elementary schools, where it was found that many teachers relied too much on textbooks at the expense of pupils' immediate language needs.

For high schools, the two experts recommended: (1) four semester hours as the minimum for American literature, with emphasis on the 20th century, (2) a minimum of 18 themes per semester (3, speech training for teachers, (4) composition criticism aimed at improvement and (5) balance between personal and class reading.

The survey's announced aims were to see how much class time went to grammar and literature respectively, to judge teacher training and competence and to see what kind of printed material was used.

Many Schoolrooms Harmful to Eyes

PITTSBURGH—The design of most present-day classrooms is harmful to the eyesight of pupils, according to a Texas psychologist.

Dr. Darrell B. Harmon, of Austin, Tex., said in a talk before the Middle Atlantic Education Congress here, that by the time children get through the fifth grade in the traditional school, 80 per cent. of them have trouble with their eyes.

"Schools were designed to be easy to clean, instead of meeting the needs of the children," Harmon said. "Dark furniture and blackboards were fine for the janitor, but made too great a light contrast with papers."

Harmon said experiments showed that outstanding improvements resulted from the use of school furniture with natural finishes, pale yellow-green "blackboards," light reflective walls and floors and classroom windows that direct light against the walls and ceiling.

Fish to Invade School Lunches

WASHINGTON—The Fish and Wildlife Service believes a good place to start developing a taste for fish is in the schoolroom.

Accordingly, the agency is going to take a hand in working up menus under the federally-supported school lunch program.

A. W. Anderson, chief of commercial fisheries for the service, said he will assign market development specialists to work in states "where transportation and marketing facilities are most favorable for extensive use of fish in the school lunches."

Mobile Planetarium To Tour Hub Schools

BOSTON—A traveling planetarium big enough to demonstrate any phase of simple astronomy has been completed by the Boston Museum of Science and will make a tour of the city schools for visual lessons in the movements of the stars.

This device, the first of its kind, is a kind of stop-gap pending construction of a 200-seat planetarium that will rise one of these days on the banks of the Charles.

On its tours of the schools, the director will be Charles A. Federer, a member of the staff of Harvard Observatory.

U. S. Supports Library For Children of Mexico

MEXICO CITY—The children's library which is part of the Benjamin Franklin Library in this city is not only the sole library for children in all of Mexico, but the only library expressly for juveniles so far established by the U. S. Department of State in connection with any of its foreign centers.

The popularity of the enterprise is attested by the fact that over 5,000 children have registered to take out books, while the demand from borrowers in distant provinces is growing constantly.

Each child may borrow as many as four books, two in English and two in Spanish, at one time, and when they are kept out longer than the allotted period it is often because adults desire to read them.

There are plays and movies at the library on Saturday afternoons, and special groups engage in puppet making, preparing scrap books for children in hospitals, and other interesting activities.

One regular feature is a man-of-the-week selection in which Mexican and

North American heroes are alternately pointed out.

The value of the library for developing neighborly understanding and good will seems fully to bear out the hopes of Nelson Rockefeller, who set it up in 1942 when he was coordinator of inter-American Affairs in Washington.

Soap at Last For Gotham Infants

NEW YORK—For the first time in the history of the city's schools, kindergarten and first-grade pupils will wash and dry their hands under the aegis of the Board of Education.

Dr. William Jansen, Superintendent of Schools, has announced that funds are now available to provide soap and towels to pupils in these grades and that when finances permit the program will be expanded to include all pupils.

Approval of the board's action came yesterday from the United Parents' Associations, which has long supported the soap-and-Towel program. "The UPA is delighted that the program is under way," said David I. Ashe, president.

Minnesota Operates Child Study Center

A three-point program to overcome the educational problems of young children has been started at the University of Minnesota with the opening of its child-study center. The program will offer special assistance annually to between 400 and 500 Minnesota children with school problems; prepare regular classroom teachers, supervisors and administrators for remedial work, and initiate research into various educational problems for which satisfactory solutions are not yet known.

Organized last spring and now in its first full year of operation, the center is a division of the College of Education. It will provide teachers and student-teachers with practical experience in the field of problem schooling. This will be achieved through the demonstration of special classes and through actual practice.

Atlanta 8th Graders Study Own City

ATLANTA—Eighth-grade students in Atlanta's city schools are this year, for the first time, studying a textbook on their own city. What is more, they and their teachers, had a part in working with the authors to develop it. "Building Atlanta's Future" is its title.

Miss Ira Jarrell, superintendent of the Atlanta Public Schools, states the purpose of the new textbook:

"The Atlanta Board of Education, through the medium of 'Building Atlanta's Future,' desires to make possible a constructive study of Atlanta as a growing city.

"The Board realizes that it is the youth of today who will be responsible for the continuing growth of Atlanta. It hopes that this study will render obvious the mistakes of the past so that they will not be repeated and will not hinder progress."

Miss Jarrell reports inquiries about the Atlanta book from many school systems in other parts of the country who are interested in developing a book of their own along similar lines.

Role of Small College Stressed at Conference

WILMINGTON, OHIO — Educators, scientists, religious workers and business leaders meeting here to discuss "Building for a Better America," agreed that the small liberal arts colleges should strive to recapture their former position as training grounds for leadership in civic affairs as well as the professions. The conference was held at Wilmington College, a Quaker institution headed by Dr. Samuel D. Marble.

Speakers stressed the importance of a liberal education. Vocational aims, they said, should be taken into account but not allowed to overshadow the deeper and more idealistic aspects of the program.

The conferees recognized the difficulty of subordinating the economic motive to that of service, but believed this possible through renewed emphasis on values and through courses designed to broaden the students' understanding of current issues in the light of past and present thinking.

A man with high technological competence and bad motives is an unworthy and dangerous graduate, it was pointed out, as the conferees addressed their attention to the importance of implanting the sort of motives essential to useful citizenship in a democracy. The need for core courses in general education and for studying the cultural foundations of this nation and the contributions that may come from other cultures, was emphasized.

Dr. Marble submitted details of the attemps that Wilmington College is making to adapt instruction to the demands of this era of astounding material progress in which spiritual advance seems less rapid. A course for freshmen provides an introduction to democracy. This is followed in the sophomore year by an introduction to science. Juniors undertake a study of international affairs. Seniors, in turn, take up the Bible and our spiritual traditions.

Dr. Marble declared that these courses meet with favorable response from students and the subject matter arouses a degree of interest that carries over into conversations and questionings wherever students congregate.

Temple Reading Clinic To Stress Semantics

PHILADELPHIA—The Sixth Annual Reading Clinic Institute, Temple University, has been announced for the week of January 31 to February 4, 1949, inclusive.

The chief emphasis at this institute will be on semantic analysis and the development of concepts. Conclusions from previous institutes on differentiated instruction, integrated language arts approach, and reading needs in content areas will be summarized. The program will be differentiated in terms of development, corrective, and remedial reading in elementary and secondary schools and colleges.

Registration must be verified prior to the date of the institute. For a copy of the program, requirements for the evaluation meetings, and other information, write to: Emmett Albert Betts, Director, The Reading Clinic, Department of Psychology, Temple University, Philadelphia 22, Pa.

Allergy to Eggs May Cause Flunking

ATLANTIC CITY—Allergy to eggs or other foods sometimes explains Junior's poor marks, pediatricians were told here.

This and some other strange effects of food allergies in children were described during a round-table discussion at the annual meeting of the American Academy of Pediatrics.

The allergies can cause behavior problems, like obstinacy or poor school performance, said Dr. Susan Dees of Durham, N. C. Finding the guilty food, and taking the child off it, often cures the trouble, she said.

Some children get asthma or hives simply from smelling foods they are sensitive to, Dr. Arthur Hoersch of Cleveland reported. One child gets asthma simply by being in the kitchen when his mother scrambles eggs, he said. Another four-year-old gets asthma from smelling potatoes, doctors at the meeting were told.

Says Public Schools Need Regeneration

BOSTON—Public education is currently at its lowest ebb in many big cities of the country and needs a healthy revitalization, if the children of today are to be equipped to face the problems of the future, Dr. Ernest O. Melby, dean of the school of education of New York University, declared in an address here.

Citing the ever increasing enrollments of private schols in all large cities as evidence of a current trend, he told members of the New England Association of School Superintendents, that "when the people of the United States feel that the public schools aren't good enough for their children, something must be done."

"It's not just more education that we need," Dr. Melby declared. "We need a different kind, one which will give our boys and girls a new insight into freedom, citizenship, and the ethic and moral problems of our age. Public education needs a spiritual and moral rennaissance."

These Unpaid Teachers Ready to Dig Coal

POTTESVILLE, PA. — Blythe Township wants to keep its teachers in the classrooms, not in a coal mine. Supervising Principal James B. Nash says the State of Pennsylvania will provide $12,000, which, plus enough local tax collections, will enable the township to pay seven resigned teachers for six months work to Sept. 1. The teachers quit in October because the school district had not paid them a cent of salary since March. They had offered to go into the mining business to help build up the district's school pay-roll fund.

"An education, when it is all written out on foolscap, covers nearly ten sheets."

Stephen Leacock.

REGISTER NOW

for placement next school year in the Colleges and Schools of California and other Western states. Urgent need for primary and other elementary school teachers. Write for particulars. FREE REGISTRATION with

Clark-Brewer Teachers Agency
Columbia Building,
Spokane, Washington

Other Offices: Chicago, Minneapolis Kansas City, New York

Grins Between Grinds

JUNGLE BUNGLE

A big-game hunter has been missing for days. It is feared that something he disagreed with ate him.

FREEDOM FOOTNOTE

A would-be customer at a meat counter cast her eyes over the various cuts and the prices, mostly not cut. Turning to another shopper, she remarked: "Isn't it wonderful to live in a country where you can look at a steak?"

EXTRA CURRICULAR

Johnny came proudly home at the end of his first day in school, and Mother asked him what he had learned in school that day. "Nothing, I guess," Johnny replied. Seeing the disappointed look on his mother's face he added, "But I did learn a lot at recess!"

WASTE

A Metropolitan Symphony Orchestra had given a special performance in a small New England town. It was a new experience for many of the inhabitants. The next day some of the old-timers, gathered around the stove in the general store, were expressing their opinions of the concert.

"Well, all I got to say," commented one old character with finality, "is that was a long way to bring that bass drum to bang it only wunst."

BIGGER

Teaching a little Indian boy to read, the teacher wrote the word *boy* in different places on the blackboard, and each time he read it correctly. Then she wrote it in huge letters, filling a whole section of blackboard. "I guess that must be *man*," he said.

MURINOLOGIST

The young radical went to one of those progressive schools where nothing is discouraged and one day, having found a cute little brown mouse in the flat his family occupied, he was all for taking it to school with him. At this, his mother tried to talk him out of the idea.

"It's all right, Mother," said the youngster. "We got lots of mice in school."

"Yes, but those are white mice," the mother argued.

The kid looked at her in disgust. "Aha," he said. "Race prejudice, huh?"

OTHERS SIMILAR

A hired man went over to help Old Man Brown for a day. Brown and his wife didn't get along, so he had built himself a cabin out in the pasture, behind the barn and left the home to his wife.

When the men came in at noon, the cabin was spick and span, and a gooseberry pie and a pan of biscuits stood on the table. Old Man Brown noticed the hired man staring and said, "Well, Clara's been over. There's not a man on earth who could live with that woman, but she certainly makes a wonderful neighbor!"

MISBEEHAVIOR

An irate visitor darted angrily up to the beekeeper and complained: "One of your bees stung me, and I want you to do something about it."

The beekeeper answered soothingly: "Certainly, madam. Just show me which bee it was and I'll have it punished."

EXPOSING THE PEST

A prominent doctor who invariably is asked for free medical advice wherever he goes, finally hit upon the right cure. At a social affair he was cornered by a pest, who listed a number of imaginary ailments and asked the doctor's advice.

"Tell you what," replied the doc, "strip down to your shoes and let me examine you."

"Right here, Doc?" asked the pest, in amazement.

"Sure," was the doctor's nifty reply, "you asked me here."

METERED MERRIMENT

A famous comedian was playing to a Boston audience one evening when he became discouraged at the way his funny stuff did not seem to register. The harder he tried the less satisfying was the response.

After the play, he met a friend who had been in the audience. The friend assured him that the act was highly amusing. "At one point," said he, "I almost laughed."

TRAGEDY

Just before election day, a local mother found her youngster sobbing bitterly. After much questioning, she discovered the reason for his sudden concern with national problems. Schoolmates had succeeded in convincing him that if Truman won, the country would be showered with atom bombs, while if Dewey were the victor, there would be school on Saturdays.

1948 INDEX
THE JOURNAL OF EDUCATION

From 1875 to 1932, inclusive, there were two volumes a year. Volume 115 (1933) was the first to contain all the issues of a calendar year.

VOLUME CXXXI — January-December, 1948

AUTHORS

Andree, Robert G. 54, 238
Andrejcisk, Anna M. 192
Anker, Lieber 216
Bawden, Richard E. 182
Beery, Mary 245
Belding, Robert E. 160
Bement, Grace 179, 236
Buckingham, B. R. 51
Bullis, H. Edmond 243
Burr, Samuel Engle 48
Carr, Alden J. 16, 124, 250
Cauley, Thomas 125
Chase, Burr L. 50
Chrisman, Lewis H. 212
Cochran, Ann Scarlett 128
Curtiss, Adelaide B. and Mary L. 22
Darcy, Louise 158
DeMarco, Norman 181
DeSauze, E. B. 192
Diggs, Marie 273
Dorsey, Helene 58
Edwards, Phyllis O. 277
Emery, James N. 28, 62, 94, 149, 194, 222, 252
Etzell, George F. 124
Eye, Glen G. 89
Fisher, C. B. 18
Foley, Louis 152, 177, 268
Gilburt, Samuel G. 239
Gillett, Myrtle M. 121, 154, 184
Gillis, William E. 161
Graham, Alva W. 185
Hancock, Mrs. John L. 238
Haner, Wendall W. 187
Harding, Maude B. 219
Herman, Sema W. 12
Hilton, David A. 88
Hollobaugh, E. E. 15
Hughes, Mrs. L. W. 240
Jackson, Humphrey 277
Jeffries, Mary 88
Johnston, F. N. 156
Kaplan, Louis 241
Kidger, Horace 150
Kirby, Byron C. 59, 98, 162, 193, 221
Kuykendall, Dean W. 280
Ladd, Harland A. 274
Leichty, V. E. 275
Low, Alfred D. 270
Ludwig, Frederick J. 182
Martin, Mary Nancy 152
McGinnis, W. C. 25, 87, 121, 276
McGrath, G. D. 84
McLendon, Jonathan 10
McNerney, Charlotte 161
Meier, Llewellyn C. 119
Milligan, John P. 124
Morlan, George K. 21, 63, 90, 126, 159, 187, 220, 253
Montgomery, Gray 15
Norrix, Loy 254
Oberholzer, Kenneth E. 240
Parin, Gladys 60
Parker, Beatrice F. 190
Phillips, A. G. 20
Pourchot, Mary E. 278
Quillen, I. James 248
Ream, Glen 89, 157
Robinson, Thomas E. 274
Ross, Maurice J. 214
Santayana, S. George 81
Schweppe, Emma 145
Slattery, Anne F. 81
Staples, Joseph 209
Starr, Helen 29
Stauffer, Dorothy 274
Strang, Ruth 208
Stratton, B. L. 56
Sturgeon, Christine H. 96
Treanor, John H. 26, 94
Tuttle, Edward M. 238
Tyson, Robert 53
Vestal, Vivian 147
Waller, Elaine A. 188
Waltermire, Helen M. 80
Warren, James E., Jr. 115, 216
Wattenberg, William 117, 237
Whitney, Opie B. 247
Williams, Anna C. 221, 272
Wilson, Marjorie 245
Wolfson, Martin 160, 211
York, Barbara 218

ARTICLES

Across the Office Desk 28, 62, 94, 149, 194, 222, 252
Adolescence Is Normal 179
Adventure in French 147
Andover's Fuess Steps Down 209
Angel Who Couldn't Sing, the 278
Answer Swappers, the 15, 88, 124, 156, 192, 273
Are Private Schools "Better?" 47
Are Substitutes Unqualified? 122
Atomic Energy in Classroom and Community 88
"Attention, Scholars" 207
Baiting the Science Hook 157
Battle of Philadelphia, the 46
Bewildering Teen-Agers, those 252
Bleachers are not the School, the 158
Book about Us, a 58
Boys Who Get in Trouble 117
Bridgeport Views Tomorrow 114
But How Do You Know? 47
By-Passing the Ph.D. 143
By Their Products 144
Cabin into White House 156
Camping, What Makes— Worth While? 152
Career Week 273
Challenge to the Profession, a 214
Character and Gambling 207
Chicago School Emerging 176
Child Psychiatry, the Meaning of— 82
Class You've Always Wanted, the 113
Classroom Miniature Democracies 87
Committee Work Valuable 193
Community School Fair 124
Comprehensive Text, the Menace of the— 54
Cooperative Guidance 280
Cortices, Irritated 176
Councils, Elementary School— 86
Counselors, Standards for— 160
Current Events Course Can Be Planned 10
Curriculum to Fit Community 188
Curve, That Normal— 219
Delaware's Human Relations Plan 243
Delayed Reaction 177
Democracy Can Be Overdone 162
Democracy in the Primary Grades 12
Deus Ex Machina 114
Don't Look Now 175
Don't *They* Know How to Read 248
Editorials 8, 46, 79, 114, 143, 175, 206, 234, 266
Education Is Your Responsibility 182
Education, the Need for Creative 241
Effective Supervised Study 15
Election in Retrospect 235
Elementary School Councils 86
Emotional Chains on Thought 53

English, Fourth Grade—Crucial 26
English Teacher as Traveler, the 115
Essay Test Is Best 98
Fallacy of Divided Knowledge, the 18
Family Idea, the 48
Few Raisins of Conversation, a 272
Financing the Activities 89
Forced Growth for Teachers 79
Fourth Grade English Crucial 26
French, Adventure in— 147
Fuess, Andover's—Steps Down 219
Grins Between Grinds 34, 70, 102, 134, 164, 198, 226, 258, 284
Good Typography Lures the Learner 56
Guidance, Discipline and Growth, On— 121
Guidance Toward Teaching 156
Half a World 79
Has Vocational Education Lost Its Way? 162
Heredity and Speech 235
High School's Weather Bureau, a 81
History More Vivid 144
Home Work 194
How Do You Teach Reading? 190
How Much "Potential?" 234
How to Make an Insight Flash 247
How to Remember and How to Forget 48
"Human Relations," Delaware's—Plan 243
Hurdling the Debt Limit 274
Hush, It's a Pleasant Dream 114
Hygiene, Jenny Was Down in— 38
I May Be Right—I May Be Wrong 25, 87, 121, 276
Imagination, Setting the—to Work 246
In-Service Training, A Plea for—59
Insight, How to Make an—Flash 247
Insight, How to Make an—Flash 247
Integration, a Disintegrating Factor 275
Iran, Uniting Nations in— 18
Irritated Cortices 176
Is Physical Education a Profession? 22
It Seems to Me 21, 59, 98, 162, 193, 221
Jennie Was Down in Hygiene 28
Judd, Memorial to— 143
Lags and Lassies 143
Lessons of the Times 206
Letter from Scotland, a 96
Lift on Letter Writing, a 274
Lighting, Schoolroom— 113
Literal Literacy 268
Main Line Americans 235
Majority Rule, Minority Progress 119
Making News Understandable 206
Meaning of Child Psychiatry, the 82
Meaning of Good Supervision, the 154
Memorial to Judd 143
Merit Schedules a False Hope 145
Mexico, A Normal School in— 128
Minimum Testing Program, a 24
Minus Infinity 80
Movies and Mental Health 21, 63, 126, 159, 187, 220, 253
Movies for Escape 90
My Teaching Is Easier Because 187, 221, 245, 277
Need for Creative Education, the 241
News Digest 31, 60, 99, 131, 163, 195, 223, 255, 281
News, Making—Understandable 206
Next the S. A. Q. 9
Normal School in Mexico, a 128
One Iron Curtain Plenty 80
One Leads to Another 234
Only the School Secretary 29
Our Vital Help 161
Parable for Grabbers, a 46
Passive Resistance 92
Ph.D., By-passing the— 143
Philadelphia, the Battle of 46
Physical Education, Is—a Profession? 22
Planning a Social Studies Program 124
"Police State," Your Grandmother 8
Pre-Campus Advice 175
Press, Watching the 125
Primary Grades, Democracy in the— 12
Private Schools, Are—Better? 47
Progress, What Do We Mean by— 250
Proof of the Pudding, the 60
Propaganda Rampant 176
Quadrilingual Exchange 192
Quincy High School's P. D. Course 218
Radio Ready to Help 221
Reading, How Do You Teach—? 190
Report on Science 8
Role of the Textbook Publisher, the 50
Safety Made Vivid 192
Salaries, Teachers'—and Educational Achievement 25
S. A. Q., Next the— 9
School Bulletin Boards 222
Schoolroom Lighting 113
Science, Baiting the—Hook 157
Secretary, Only the School— 29
Service for Service 113
Setting the Imagination to Work 246
Skills for Europe 175
Social Studies Program, Planning a 124
Social Studies, What Is Knowledge in the—? 211
Sour—or Mellow? 149
Speech, Heredity and— 235
Standards for Counselors 160
Study, Effective Supervised 15
Study of Nations Course, a 150
Substitutes, Are—Unqualified? 122
Substitutes for Substitutes 15
Supervision, the Meaning of Good— 154
Taming of the Shrews, the 181
Teach the Title, Too 94
Teacher Helps Her Misfits, the 185
Teacher Recruitment Today 84
Teacher, That New Type of— 8
Teachers Can Improve Their Status 129
Teachers' Salaries and Educational Achievement 25
Teachers Without Classes 89
Teaching as a Career for Men 16
Teaching, What—Ought to Be 236
Teen-Agers, Those Bewildering 252
Textbooks Don't Just Grow 51
That New Type of Teacher 8
That Normal Curve 219
Then Came the Workbook 64
Thesis Trouble 207
Toward Local Harmony 254
Trying to Sell the Sour Puss 62
UNESCO's Big Job 206
Uniting Nations in Iran 18
Upgrading of Teachers 234
Verbal Dynamics 79
Vocational Education, Has—Lost Its Way? 160
Watching the Press 125
Way He Should Go, the 9
Weather Bureau, A High School's— 81
We Try to Teach Too Much 212
What Do We Mean by Progress? 250
What Is Knowledge in the Social Studies? 211
What Makes Camping Worthwhile? 152
What More Can We Do to Vitalize Our Schools? 237
What Teaching Ought to Be 236
Where Prosperity Pinches 144
Why Educate? 176
Why Study History? 270
Words that Serve 216
Workbook, Then Came the— 64
Writing that Rang a Bell 274
Your Textbook Reporter . 6, 42, 76, 110, 140, 172, 204, 232, 264

DIRECTORY OF SCHOOL EQUIPMENT AND SERVICES

The following firms, each specializing in merchandise or services for schools, cordially welcome inquiries from Journal of Education readers. All the firms here listed are known to be reliable.

Book Publishers

Allyn and Bacon, Boston, New York
Chicago, Atlanta, San Francisco, Dallas

American Book Company
New York

Ginn and Company
Boston

Henry Holt and Company
New York

Houghton Mifflin Co.
Boston

Iroquois Publishing Co.
Syracuse, N. Y.

The Macmillan Co.
New York

McGraw-Hill Book Co.
New York

G. and C. Merriam Co.
Springfield, Mass.

Newson and Co.
New York

Prentice-Hall, Inc.
New York

Row, Peterson and Company
Evanston, Ill.

Silver Burdett Company
New York

Scott, Foresman and Company
Chicago, New York, Atlanta, Dallas

Webster Publishing Company
St. Louis, Missouri

John C. Winston Company
Philadelphia, Pa.

World Book Company
Yonkers-on-Hudson, N. Y.

Jewelry

L. G. BALFOUR COMPANY—
ATTLEBORO, MASS.
Class Rings and Pins
Commencement Announcements, Diplomas, etc.
Typing Awards - Class Gifts
Club and Organization Insignia

Lantern Slides, Stereographs

Keystone View Co.
Meadville, Pa.

Music

C. C. BIRCHARD & CO., Boston
Publishers of Song Books: Choral and Orchestral Music; Operettas

School Specialties

Holden Patent Book Cover Co.
Springfield, Mass.

SoundScriber Corporation
New Haven, Conn.

Typewriter Service

Underwood Corporation
Service Everywhere Through a Nation-wide Organization
Remington Rand Inc.
Nation-wide service—as near to you as your telephone

Teachers' Agencies

The Grace M. Abbott Teachers' Agency
GRACE M. ABBOTT, Manager
120 BOYLSTON STREET, BOSTON
Member National Association Teachers' Agencies

The Fisk Teachers' Agencies
BOSTON OFFICE: 120 BOYLSTON STREET
Member National Association Teachers' Agencies
MANAGERS:
LOUISE H. ESSERY MARJORIE P. TICKNOR

The Springfield Teachers' Agency
Robert S. Macdowall, B.S. in Ed., M.Ed., Manager
"The Right Teacher for the Right Place"
1570 Main Street, Springfield, Mass.

EDUCATION FOR WORLD PEACE

Our best minds agree that education affords the surest hope of world peace. Not only in the Social Studies and Languages, but also in the Sciences, Home Economics, and Mathematics, textbooks can contribute ideas of tolerance and consideration which broaden young minds and help them to understand world problems.

The following up-to-date textbooks and workbooks form an excellent basis for education preparing for world citizenship. All these books are of handy size for carrying home for study. They have beautiful and accurate color.

MAGRUDER'S AMERICAN GOVERNMENT IN 1949
New material on 450 pages and a new chapter on the United Nations. The WORKBOOK is entitled
OUR GOVERNMENT AT WORK

ERBE AND DENNY'S AMERICAN GOVERNMENT TESTS
Objective TESTS to accompany the above. Teachers' Key.

MAGRUDER'S NATIONAL GOVERNMENTS AND INTERNATIONAL RELATIONS
familiarizes the pupil with foreign governments and their problems. New Edition. TESTS with Teachers' Manual

WEST'S STORY OF OUR COUNTRY — 1948
gives special emphasis to the dramatic key episodes of our history which are an inspiration to the young. WORKBOOK.

HUGHES' MAKING OF OUR UNITED STATES — 1948
A chronological history, bringing events down to the present day, combined with a unit study of American institutions. WORKBOOK and Teachers' Manual.

HUGHES' MAKING OF TODAY'S WORLD — 1948
The national leader. Written from the American point of view, it makes world history most significant and purposeful in relation to present events. WORKBOOK and Teachers' Manual.

WEST'S AMERICAN PEOPLE — 1948
History of the United States for high school seniors. WORKBOOK with Teachers' Manual.

HUGHES' BUILDING CITIZENSHIP — 1948
teaches young pupils to understand and appreciate the democratic way of life. WORKBOOK and Teachers' Manual.

HUGHES' TODAY'S PROBLEMS — 1948
A textbook on problems of democracy. New WORKBOOK.

GREER'S YOUR HOME AND YOU — 1948
A composite course in home economics covering all features of this subject. WORKBOOK in preparation.

GREER'S FOODS FOR HOME AND SCHOOL — 1948
New data on nutrition, new sections on pressure cooking, kitchen safety, and methods of quick-freezing foods. New WORKBOOK.

EDGERTON AND CARPENTER'S NEW MATHEMATICS SERIES
AVERY'S PLANE GEOMETRY
for Grades 7 through 12, fit pupils for the technical mathematics required in this Atomic Age. WORKBOOKS and Teachers' Manuals.

STEIN'S REFRESHER ARITHMETIC — 1948
With practical applications, covering a wide field of the pupils' interests. Answer Book.

STULL-HATCH POSTWAR GEOGRAPHIES — 1948
begin with global and polar projection maps, feature aviation throughout, and treat all peoples with sympathetic understanding. 1948 Editions. Complete WORKBOOKS and Teachers' Manuals.

GLOBAL GEOGRAPHY FOR HIGH SCHOOLS
By Van Cleef. New printing. Global and polar projection maps. WORKBOOK and Teachers' Manual.

MEADE'S BETTER ENGLISH I, II, III AND IV
Refresher English WORKBOOKS for the high school with exercises carefully graded in difficulty. Teachers' Manuals.

FORT'S SPEECH FOR ALL
A new textbook in oral English, including an illustrated chapter on Dramatics. WORKBOOK and Teachers' Manual.

BURLESON, CASH, AND McCORKLE'S ADVENTURES IN ENGLISH
feature drill, which is important in acquiring correct English. The accompanying WORKBOOKS are entitled.
ADVENTURES IN LANGUAGE
Teachers' Manuals for both series.

QUINLAN BASAL PRIMARY READERS
introduce a new element of interest by showing the importance of aviation, which is featured throughout the series. WORKBOOKS and Teachers' Manual.

CARPENTER AND BAILEY'S RAINBOW READERS ADVENTURES IN SCIENCE — 1948
The magic of science appeals to every young pupil and adds interest to the reading program from the very first grade. WORKBOOKS and Teachers' Manuals for all six grades.

CARPENTER AND WOOD'S OUR ENVIRONMENT SERIES
gives more attention to aviation than other books in General Science. New Editions. WORKBOOKS, Tests, and Teachers' Manuals.

SMALLWOOD'S ELEMENTS OF BIOLOGY — 1948
For years the national leader in Biology in the previous edition. Now complete with new discoveries. WORKBOOK, Tests, and Teachers' Manuals. The most colorful Biology.

FULLER, BROWNLEE AND BAKER'S ELEMENTS OF PHYSICS — 1948
includes the many important recent discoveries in the subject of Physics. Glossary available. WORKBOOK and Teachers' Manual.

BROWNLEE, FULLER, HANCOCK, SOHON, WHITSIT'S ELEMENTS OF CHEMISTRY
brings home to everyone the vital and basic services of Chemistry. There are new chapters on Photochemistry, Plastics and the Atom. WORKBOOK and Teachers' Manual.

All textbooks of Allyn and Bacon give special attention to aviation. The firm has the good fortune to have an aviation editor in the person of *Lieutenant-Colonel George Lusk*, formerly of the Air Service at Washington.

Please write for detailed information on any of these books

ALLYN and BACON

Boston 8 **New York 16** **Chicago 16** **Atlanta 3** **Dallas 1** **San Francisco 5**